

**IMPROVING PRONUNCIATION SKILL OF ENGLISH VOWEL
SOUNDS TROUGH CONVERSATION AMONG THE SEVENTH
GRADE STUDENTS
OF SMP NEGERI 1 SINDUE**



A THESIS

*Presented as fulfillment of the requirements for the degree of Sarjana Pendidikan at
the Teacher Training and Tarbiyah Faculty State Institute for Islamic Studies*

By

FARIDA
151160029

**ENGLISH TADRIS DEPARTMENT
TEACHER TRAINING AND TARBIYAH FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES PALU
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The Writer

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Farida
15.1.16.0029

APPROVAL PAGE

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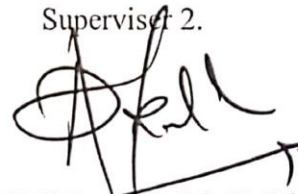
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Supervisor 1.



Drs. Muhamad Ihsan, M. Ag
Nip. 19650530 199203 1 006

Supervisor 2.






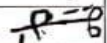
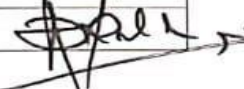
Ana Kuliahana, S. Pd, M. Pd
Nip. 19820214200501 2 004

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A thesis by Farida NIM 15.1.16.0029 entitled "Improving Pronunciation Skill Of English Vowel Sounds Trough Conversation Among The Seventh Grade Students Of SMP Negeri 1 Sindue" which has been examined by the examiner council of Teacher Training and Tarbiyah Faculty State Institute of Islamic Palu on the date 29 September 2020 M which coincide with the date 11 safar 1442 H. It can be seen that the thesis has already fulfill the criteria of scientific writer and can be accepted as the regulations to require Sarjana Pendidikan (S.Pd) English Tadris Department with some of the corrective.

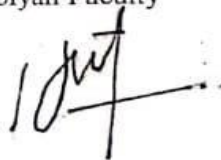
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Position	Name	Signature
Moderator	Rasmi, S.Pd., M.Pd	1. 
Examiner I	Prof. Dr. H.Rusli, S.Ag., M.Soc., Sc	2. 
Examiner II	Fitriningsih, S.S., S.Pd., M.Hum	3. 
Advisor I	Drs Muhammad Ihsan, M.Pd	4. 
Advisor II	Ana Kuliahana, S.Pd., M.Pd	5. 

Knowing :

The Dean Of Teacher Training And
Tarbiyah Faculty



Dr. Hamlan, M.Ag
Nip. 19690606 199803 1 002

Head of Tadris English Department



Rasmi, S.Pd., M.Pd
Nip. 19860624 201903 2 011

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The researcher realizes that this thesis far from perfect because of the experiance and knowledge possessed by the researcher. Therefore, expect all forms of suggestions and constructive criticism input from various parties. Hopefully this thesis can be useful for readers and all parties.

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The Writer

Farida
15.1.16.0029

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ABSTRACT

Name : Farida
NIM : 15.1.16.0029
Title : Improving Pronunciation Skill of English Vowel Sounds Trough
Conversation Among The Seventh Grade Student Of SMP Negeri 1
Sindue.

The objective of this research was to improve the pronunciation of English vowel sounds ability at the seventh grade students at SMP Negeri 1 Sindue in the academic year of 2019/2020 through the short conversation. This research used classroom action research which consists of two cycles, and each cycle consist of three meetings.

The subject of this research was the students of class VII Imam Bonjol. The procedured of collecting data in this research is observing the teaching and learning process, interviewing the students, taking photograph, and test which are designed and administered to identify the students' ability of pronunciation of English vowel sounds.

The research results showed that the students' pronunciation of English vowel sounds improved through the used of conversation it can be seen from the increase of a mean score on the first cycle, 37.03% to a mean score on the second cycle, 81.48%.

The students were more confident and were not afraid of making mistakes when pronouncing of English vowel. They had used right intonation. They had put correct stress when pronouncing words. They actively participated during the teaching and learning process.

CHAPTER I

INTRODUCTION

A. Background

English has become a compulsory subject in school, especially Junior High School. Student are taught both language skills (listening, reading, speaking, and writing) and the language components (pronunciation, vocabulary, and grammer). In curriculum 1994 “in English language lessons, Language elements such as grammar, vocabulary, pronunciation and spelling are taught to support the development of all four language skills”¹. So that, the students need to learn all language skills and components.

Pronunciation is the way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect or simply the way a partucular individual speaks a word or language². Pronunciation is the production of significant sound in terms of a given language code to distinguish sound among languages and of achievement meaning in contexts of use.³

Pronunciation have the differences between the symbol and its sounds. Based on the observation conducted by the researcher to the seventh grade of SMP Negeri 1

¹ P.Purwanto *Meningkatkan Efektivitas Pembelajaran Pronunciation Bahasa Inggris di SMPN 1 Sewon melalui Pendekatan Analisis Kontrastif*. Journal of Educational Research and Evaluation, 2005 - journal.uny.ac.id

² <https://en.m.wikipedia.org/wiki/Pronunciaton> accessed on 9 September 2019

³ Dalton, C. &Seidlhofer, B. (1994). *Pronunciation*. Oxford: Oxford University Press.

Sindue, however some problems were still found in the students' abilities in English. They still mispronouncing some words, especially in pronouncing the vowels sound. They still get confused whether the vowels or diphthongs are pronounced tense (long) or lax (short). For instance, when they say the word "name" and "make" which should be pronounced /neɪm/ and /meɪk/ (tense) but in fact they always pronounce /nɛm/ and /mɛk/ (becomes lax). It is caused by there is a differentiation between English and Indonesian. Indonesian has 6 vowels (a, i, u, e, ə, and o) while in English there are 12 vowels which contain tense and lax sounds.⁴

The next problem which causes the mistake in pronunciation is most learners of English always make generalization of all vowel sounds. For example, because the words "man", "ban", and "pan" are pronounced /mæn/, /bæn/, /pæn/ respectively, they will make a wrong conclusion that all of letters <a> putting in a word are pronounced /æ/. Therefore the words like "far", "want", and "car", which should be pronounced /fɑ:r/, /wɑ:nt/, /kɑ:r/, tend to be pronounced /fær/, /wænt/, and /kær/ respectively.

When the researcher conducted observations and also found a lot of pronounce problems in learning process especially english vowel sounds. The factor can be caused by the method or technique that teacher used, by the less motivation, and interest of the students in learning English, perhaps the students have difficulties

⁴Wardina A Laadi, *The Use of Short Story in Teaching Pronunciation of English Vowel Sounds* e-Journal of English Language Teaching Society (ELTS) Vol. 2 No. 2 2014 – ISSN 2331-1841

in mastering pronunciation of english vowel sounds, the students are lazy to learn pronounce and the students do not have partner in using English.

Therefore, to develop the students' ability in mastering English, we as a teacher must be able to choose good technique or method to teach them. To make the students feel interested in learning pronunciation and make them easy to improve their pronunciation especially english vowel sounds. The teachers have to use good technique in teaching. So, in this research, the researcher will use short conversation as method to improve students' Pronunciation of English vowel sounds.

There are many advantages of short conversation in teaching learning process. First, short conversation can stimulate the students directly in which it is commonly use. Second, short conversation can make the students fluently in communication well, pronunciation correct and grammatically correct. Third, short conversation can create students' structure of thinking. Through short conversation the students is not only learn theory, but they also directly involve into practice or action.⁵

Based on the background above the researcher was conducted her research on "Improving Pronunciation Skill of English Vowel Sounds Trough Conversation Among the Seventh Grade Students of SMP Negeri 1 Sindue"

⁵ Sartini, *Teaching Present Progressive tense trough Short Conversation* a skripsi Tadulako University (2015)

B. Problem Statement

Based on the problem, the researcher purposed research question as follows:
How can students' pronunciation of English vowel sounds be improve through short conversation?

C. Objective of the Research

In relation to the question above, the objective of this research is to Improve Pronunciation of English vowel sounds of Seventh Grade Students of SMP Negeri 1 Sindue Through Short Conversation.

D. Significance of the Research

The significance of the study useful for:

1. English Teacher

For the English teachers, This research inform the teachers about the real condition in teaching the pronunciation class and assist the teacher to pay more attention to the common mistakes on pronunciation especially vowel sounds. It is also expected to motivate the teachers to be more creative so the students more enthusiastic in learning English in the class

2. Researcher

This research be a referenced for researcher who will conduct a similar research for the future time.

3. For the students, the result of this research was expected to gave them new experience in English learning, especially in learning pronunciation of english vowel sounds so they can be more motivated to develop their abilities.

E. Scope of the Research

The researcher used Short Conversation focus on teaching Pronunciation of english vowel sounds. This research has conducted at the grade of seventh students of SMP Negeri 1 Sindue. In teaching and learning process, the researcher has guided the students reading short conversation to help them comprehend the pronunciation of english vowel sounds.

F. Definition of Key Terms

In order to avoid misunderstanding from readers, the researcher provide four definitions of the term. First, Improving is an acting or process of making something better in terms of quality, value, and usefulness. Second, Pronunciation is how we say words or result of producing the sounds of speech, including articulation, stress, and intonation, and etc. Third, Vowel sounds is *a speech sound produced without blocking the breath channel*. And the last, a Conversation is one of a way of teaching or the strategy that use in teaching Pronunciation of english vowel sounds.

CHAPTER II

THEORETICAL FRAMEWORK

A. Related Studies

There are some researchers that have conducted their research which are relevant to the researcher's topic. The first related study has been discussed by Wardina A. Laadi in her journal under the title "The Use of Short Story in Teaching Pronunciation of English Vowel Sounds". Then another research about this technique has been discussed by Sartini (2015) English department's students of Tadulako University under the title "Teaching Present Progressive tense trough Short Conversation"

Wardina A. Laadi in her journal, she concluded that using short story is an effective way to improve student's ability pronunciation of english vowel sounds. The data were collected through test. The test was used once as post-test. In this case, short story is an interesting way in teaching Pronunciation of english vowel sounds.⁶

Sartini in her Skripsi, she concluded that using Short converstion in teching present progressive tense can increase the abilty of the students. It can be seen that the Students prior knowledge of present progressive tense before applying short conversation in control group is still low and after applying the treatments many

⁶ Wardina A Laadi, *The Use of Short Story in Teaching Pronunciation of English Vowel Sounds* e-Journal of English Language Teaching Society (ELTS) Vol. 2 No. 2 2014 – ISSN 2331-1841

students got very good score and enjoy the learning. To collect the data she uses true experimental research design.⁷

From the some ways of the researcher above, the researcher used different technique with the other researchers to make the students focus in learning Pronunciation of english vowel. The researcher used Class Action Research (CAR) and different technique to teach Pronunciation of English Vowel. The researcher teach how to pronounce word by word, and the students must memorize. After that the researcher give the short conversation.

Students must memorize the pronunciation of the word, so it's easy to play or read short conversation. So that students more easily catch pronunciation of english vowel. If it doesn't work, the researcher will add another technique. In this research, the researcher would improve students' ability pronunciation of english vowel by using short conversation.

B. Pronunciation

1. Definition of pronunciation

Pronunciation is one of the important aspects in English, especially in oral communication. Every sound, stress pattern, and intonation may convey meaning. The non native speakers of English who speak English have to be very careful in pronouncing some utterances or he may create misunderstanding. So, having an intelligible pronunciation is necessary rather than having a native-like pronunciation.

⁷ Sartini, *Teaching Present Progressive tense trough Short Conversation* a skripsi Tadulako University (2015)

Here is pronunciation definition from some experts: Cook defined pronunciation as the production of English sounds. Pronunciation is learned by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language.⁸ According to Yates, pronunciation is the production of sounds that is used for making meaning⁹. According to Lado (1964: 70), pronunciation is the use of a sound system in speaking and listening. Here, pronunciation is merely treated as the act that happens in speaking and listening, Lado doesn't mention how the sounds are produced.¹⁰

According to Oxford Advanced Learner's English Dictionary, pronunciation is a way in which a language or a particular word or sound is spoken. This definition has clear information as follows:

- a. Pronunciation is a way of producing something.
- b. The product it does not have any important information about how a language or a particular word or a sound should be spoken.

Based on some definition of pronunciation above, we can say that pronunciation is important in getting a good communication. First, by pronouncing well, it makes us getting near to native accent, speaker and interlocutor can

⁸ Pourhosein Gilakjani *International Journal of Research in English Education*.www.ijreeonline.com. Vol. 1, No. 1; 2016. Accessed on 8 September.

⁹ Pourhosein Gilakjani *International Journal of Research in English Education*.www.ijreeonline.com. Vol. 1, No. 1; 2016. Accessed on 8 September.

¹⁰ Wardina A Laadi, *The Use of Short Story in Teaching Pronunciation of English Vowel Sounds* e-Journal of English Language Teaching Society (ELTS) Vol. 2 No. 2 2014 – ISSN 2331-1841

understand each other. It is mean if the speaker cannot speech and has not pronunciation mastery, people speech cannot be understood by listener, and people cannot to be the good communicators. Second, a good communication in English depends on the proper communication. Regional dialects can differ but clear pronunciation is paramount to making a message to be understood. We can conclude that pronunciation is something that producing that sound language to make the meaning. The pronunciation will be understood by people, but the wrong pronunciation will be misunderstood.

2. Consonant

Consonants is characterized by noisy breath friction and called "fricatives." Another set has the air flow diverted through the nose and is called,,nasal.,, A further set-"liquids"-is produced with almost no friction. And finally there are two "semiconsonants"¹¹. In teaching pronunciation, English consonants can be grouped according to the sounds produced. Consonants are kind of sounds that produced by interrupting, restricting or diverting the airflow in some ways. The consonants that fully interrupt the air stream are called "stops" or "stop consonants."Consonants can be grouped of vocal cords, place of articulation, and manner of articulation.

C. Vowel Sounds

A vowel is a [syllabic](#) speech sound pronounced without any stricture in the [vocal tract](#). Vowels are one of the two principal classes of speech sounds, the

¹¹ J. Donald Bowen *Pronunciation* University of California, Los Angeles p29

other being the consonant.¹² According to Jones a vowel is defined as a voiced sound in forming which the air issues in a continuous stream through the pharynx and mouth, there being no obstruction and no narrowing such as would cause audible friction¹³.

1. The Position of The Tongue

The position of the tongue here means the distance between the tongue and hard palate. According to these factors, vowels are classified into high vowels, mid vowels, and low vowels.

- a. High Vowels are vowels produced by placing the tongue toward the hard palate, so that there is a little distance between the tongue and hard palate. The sounds are : /i:/, /i/, /u:/, /u/ .
- b. Mid Vowels are produced by placing the tongue between position for high vowels and low vowels. The sounds are : /e/, /ɛ/, /ə:/, /ə/, /ɜ:/, /ɝ/, /o/

For practical purposes the tongue is conveniently divided into three parts :Front Vowels, Central Vowels, and Back Vowels.

- a. Front Vowels are produced when the front part of the tongue is raised towards the hard palate, nearest the upper teeth ridge. The sounds are : /ɪ:/, /ɪ/, /e/, and /æ/ .
- b. Central Vowels are sounds made by raising the middle part of the tongue in the direction of the soft palate. The sounds are : /ɑ/, /ɜ:/ and /ʌ/.
- c. Back Vowels are produced by raising the back part of the tongue in the direction of the soft palate. The sounds are : /a/, /o/, /u/ and /u:/.

¹² Ladefoged & Maddieson 1996, p. 281 di akses pada tanggal 9 september

¹³ Jones, Daniel (1917). *An English Pronouncing Dictionary*. London: Dent.

2. Pronouncing vowels

The 5 vocalic letters of the English alphabet (A, E, I, O, U) have usually two different kinds of pronunciation. English people call these pronunciations "short" or "long" vowel. We are not talking about combinations of vowels here, it is only when they go alone in a syllable, and specially if they are stressed, because non-stressed syllables usually weaken and change their pronunciation.

a. Short vowels

Short vowel sound are also called Lax vowels is produced when the vowel in a [syllable](#) is followed by a consonant. This type of syllable is called a [closed syllable](#). Thus, short vowels are caused by closed syllables. The vowel sound of short vowels is not similar to the name of the vowel. The five short vowel sounds in the English language are,



Example : Map, Pan, Stick, Clock, But

b. Long Vowel

Long vowel sounds are also called Tense vowel has a long sound. A long [vowel sounds](#) like the name of its vowel. Tense vowels this name is slightly misleading because, in English at least, the tense vowels have variable length. They can be much longer than the lax vowels, but under certain conditions they become [clipped](#), or shortened to roughly lax vowel length.

Tense vowels, then have more variable length than lax vowels. Tense vowels can be unchecked; that is, they can occur at the end of a word. For example, the letter ‘a’ in eye is pronounced as /ā/, or “/aI/. The five long vowel sounds in the English language are,



Example : Name, Me, Time, Go, Mute

D. The Important of Learning the Pronunciation of English Vowel Sounds

In speaking English, it is not only Grammar that is important, Pronunciation in English is also very important. Why? Because the difference in the way the pronunciation or sound will change the meaning is very far from the real meaning. Pronunciation itself is how to pronounce or make the correct sound when mentioning a word. To say the words, we push air from our lungs through the throat and vocal cords, then through the mouth through the tongue and the space between the teeth and lips. Sometimes air also moves through our nose. And to change the sound that is made, we use the muscles of the mouth, tongue and lips to control the shape of the mouth and the flow of air. If we can control the shape of our mouth and air flow correctly, then our pronunciation is clearly and other people understand us more easily.

Speakers of different languages tend to develop different muscles from the mouth for pronunciation. When we speak a foreign language, the muscles around our mouth may not be well developed for that language, and we will find it difficult to

pronounce the correct word. By practicing foreign language pronunciation, our muscles develop and improve pronunciation. This also applies to pronouncing vowels correctly. we use the mouth and surrounding muscles such as the tongue and lips. so it is very important for us to learn pronunciation especially English vowel sounds. Without clear pronunciation, messages can get lost or confused. The listener might even start to feel frustrated because they don't understand what we said. Pronunciation is not about removing our accent. It is about making our English sounds clear and distinct, so there is no confusion about what we are saying.

Pronunciation is important. Here are the reasons why we must to learn pronunciation : When we learn to make the correct sounds, our English will become easier to understand. we will sound more natural and learn to speak English more quickly. It will help we listen to English better, because we will learn to identify and recognise the sounds that other people are making. our confidence will grow, exponentially. When we can get message across clearly (not perfectly, but clearly) and we can understand other English speakers more clearly, our confidence will grow. we will start more conversations.

Pronunciation is a completely different skills and it needs specific study and particular attention. Unfortunately, it is not often taught in classrooms because: There is too much focus on testing (which focuses on reading, writing, listening and speaking) and not enough focus on how English is used in 'real-life'. teachers may not be native speakers, so it could be difficult to teach English pronunciation accurately. Pronunciation can be a little boring, But there are lots of ways to make

practice fun. Just like we practice and study grammar, we must also practice and study pronunciation especially in learning the pronunciation of English vowel sounds.

Other important aspects in Pronunciation include:

- Word stress - emphasis on certain syllables in one word.

Every word that has two or more syllables always has pressure when reading it in one syllable.

- Sentence stress - emphasis on certain words in one sentence.

It would certainly sound strange if in one sentence there was no pressure in one or several words in it. Because the emphasis on certain words in a sentence can make other people more easily understand what is said.

- Linking / word connection - how to pronounce when combining certain words. In English there is a word connection or the association or combination of certain words, usually this association is related to the pronunciation of a vowel with consonants or vice versa.

- Intonation - the ups and downs of our intonation as we speak.

Intonation while talking is very important besides the correct pronunciation of words. Intonation while talking makes others better understand what we say and even includes emotions when we say a sentence.

E. Definition of Conversation

Conversation is one of activity to help beginning learners build basic English skills. This activity will give more opportunity to the students to make the

communication to other friends. It is also called as a free communicative interaction. It means that the students are free to use their own words to talk about their own way. Conversation is the kind of speech that happens informally, symmetrically, and for the purposes of establishing and maintaining social ties.

Lubis argues, “Question and answer, major elements in natural conversation sessions”¹⁴. The teacher can start or create the situation in which students will have to talk. One person will ask the listener or speakers are free to decide how to develop the conversation. From above statement we can conclude communication or interacting is very important between the speaker or listener. So it will make good attraction or understanding about the object of topic. It means that the words that the speakers use must be clear, so that listeners can understand what the speaker says.

Conversation also useful for a teacher who wishes to speed up the students oral ability because in this activity they have more opportunity to speak rather than the teacher. The technique of conversation, in which all the students of the class work in pairs to do the conversation and also can enable the students to create a pleasant relaxed and lively classroom. Because the students are not in the great pressure of the teacher’s control when they are in speaking.

¹⁴ Sartini, *Teaching Present Progressive tense trough Short Conversation* a skripsi Tadulako University (2015)

CHAPTER III

RESEARCH METHODS

A. Research Design

In conducted this research, the researcher applied Class Action Research (CAR). According to Suyato Classroom Action Research (CAR) is a form of research that is reflective by taking certain actions in order to improve or improve practices learning in class more professionally.¹⁵ Suharsimi Arikunto (2006) explains Classroom Action Research as an examination of learning activities in the form of an action, which is deliberately raised and occurs in a class simultaneously.¹⁶

According to Burns, action research is a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community. The aim is to identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practice.¹⁷

From some of the definitions above the researcher can explained that classroom action research was basically research that aims to improve the practice of learning that occurs in the classroom through observation. Research approach that used by researchers was a qualitative approach. The qualitative approach produces written and oral data from the activities or behaviors of the subjects observed during

¹⁵ Drs.H.Mahmud.M.Si & Tedi Priatna.M.Ag, *Penelitian Tindakan Kelas Teori dan Praktik* P 19

¹⁶ Suharsimi Arikunto.2006. *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara

¹⁷ Anne Burns, *Doing Action Research in English Teaching: A guide for Practitioners*(New York: Routledge,2010)8-9

the learning process. The design of this study refers to the Kemmis and Mc.Taggart model which consists of 4 components ¹⁸:

1. Planning

In this steps the researcher was identificated a problem and develop a plan of action in order to bring improvement. The teacher and researcher have identify problems in the classroom. The problem was students' pronunciation of English vowel sounds. The teacher and researcher agree to improved their pronunciation of English vowel sounds by using short conversation. So, short conversation were expect to be able to improve students' pronunciation of english vowel sounds.

2. Acting

After planning the concept, the researcher was carried out the treatment referring to the plan has been made. The writer conducted a pre-cycle before applying the treatment.

3. Observation

Observation is the activity of observing the data collected in order to know investigation as learning method, students would be able to increase their ability in pronunciation of English vowel sounds. What extent the action activities have reached the objectives of the study. In this step, the researcher identified and analysis the data collected during the treatment.

¹⁸ Kemmis, S. & Mc Taggart (Eds). (1988). *The Action Research Planner*. Victoria: The Deakin University.

4. Reflecting

Reflecting is the activity of evaluating critically the progress of change of the students. In this step, the researcher was observed whether the action activity any resulted improvement. To support the study, the researcher used interview and test gather the data.

B. Subject of Research

In this research, the researcher taked the sample on the students of seventh grade at SMP Negeri 1 Sindue.

C. Technique of Data Collection

The researcher used several way to collect the data. They were observation, interview, test, and taking photograph.

1. Observation

Observation is the process of observe and write the phenomena that happened in class systematically or to know both the teachers and the students behavior during the teaching and learning process. The model of class management, and the teacher technique in teaching Pronunciation focus in vowel sounds. In this research, observation is done during the action research as a method to observe the teaching process and the student's activity. The researcher will observe the event in class during the lesson or the treatment using check list to get the data.

2. Test

A test supposed to be able to measure learning outcome which distinguish the every single student's ability between students already mastered and not yet the learning material. Therefore, testing is one of the powerful tools to measure students' abilities as well as enhance their attitudes towards learning.

A test as an instrument was a systematic procedure of description, collection and interpretation in order to measure the test taker's achievement ability, knowledge, and performance what they have been learned in learning process and to get a value judgment. The purpose of a test is able to give the valid information on the students' abilities and knowledge

3. Interview

An interview are a conversation between two or more people and taked place between the source and the interviewer. This question and answer session between the interviewer and resource person aims to obtained information, opinions, and data.

4. Taking Photographs

The photographs are additional documentation in this research. It can prove that the research is really conduct.

D. Technique of Data Analysis

The data used comes from students work, observation, interview, and take photographs and analyz used the flow method that refers to Miles and Huberman (1) data reduction, (2) data display, (3) drawing conclusion¹⁹

The steps of data analysis in this research are:

¹⁹ Sugiyono.2007.*Metode Penelitian Kuantitatif Kualitatif dan R&D*.Bandung:Alfabeta

1. Data Reduction

Data reduction is the process of completing, focusing, and simplifying data from the initial data collection to report preparation.

2. Data Display

Data Display was done by narratively compiling a set of information that has been used from the results of the reduction, so that it can provide the possibility of drawing conclusions and taking action. From the data that has been presented, then interpretation will be made and evaluated to make planning actions.

3. Drawing Conclusion

Drawing conclusions intended to provide conclusions on the results of interpretation and evaluation. Drawing conclusions is the final disclosure of these results

E. Criteria of Success

This research has conducted in several cycles. Each cycle was carried out using short conversations in teaching the pronunciation of English vowel. This research was considered successful each cycle if the value or absorption obtained by students at the end of each action research more or equal to 70 and the classical learning completeness is greater than or equal to 75% which refers to the minimum completeness criteria set by SMP Negeri 1 Sindue which is associated with used a formula :

$$\text{Percentage of individual absorption} = \frac{\text{score student}}{\text{maximal score}} \times 100$$

$$\text{Max percentage of mastery lern} = \frac{\text{sum of students who have completed}}{\text{Total of student}} \times 100$$

Data on the results of teacher activities with students obtained through observation sheets, will be analyzed and expressed in the form of percentages calculated using formula :

$$\text{Presentage average value (NR)} = \frac{\text{Total score}}{\text{Maximum score}} \times 100 \%$$

With success criteria :

NR \geq 90% = Very good

70% \leq NR < 90% = Good

50% \leq NR < 70% = Enough

30% \leq NR < 50% = Less

F. Procedure of the Classroom Action Research

The researcher used a Classroom Action Research (CAR). The method was to know how the teacher can organize her teaching and learning condition from their own experience. She can try an idea as reparation in their teaching learning process and look the real effect of the efforts. There are four components in one cycle for doing classroom action research. It consist of planning, acting, observing, and

reflecting. This classroom action research was arranged into 2 cycles. There are 1 and 2 cycle

Cycle 1:

The researcher used short conversation to improve students' pronunciation of English vowel. The procedure as follows:

1. Planning

- a. Arranging lesson plan
- b. Preparing word related to the material
- c. Preparing teaching material
- d. Preparing checklist observation
- e. Making the test instrument of cycle 1

2. Action

The researcher as a teacher explained the material:

- a. Researcher showed the short conversation to the students
- b. Rsearcher asked the student to reading short conversation
- c. Researcher asked students to work in group

3. The main of observation is to check:

- a. The student activities in class in receiving lessons about pronunciation of English vowel sounds through short conversation
- b. The students response during the teaching and learning process
- c. The students' Pronunciation of English vowel sounds improvement.

4. Reflecting

This steps was analyzing the whole action that has been done. Based on the data that had been collected, teacher and researcher discuss and maked evaluation to determine the next cycle.

Cycle 2:

1. Planning

- a. Identify the problem and maked the solution for the problem
- b. Arranging lesson plan
- c. Preparing word related to the material
- d. Preparing teaching material
- e. Preparing checklist observation
- f. Making the test instrument of cycle 2

2. Action

- a. Research as a teacher explained the material
- b. Researcher as a teacher showed short conversation
- c. Researcher asked students to read and practice short conversations in front of the class
- d. The researcher asked students to work in group

3. The main of observation is to check:

- a. The student activities in class in receiving lessons about pronunciation of English vowel sounds through short conversation
- b. The students response during the teaching and learning process
- c. The students' Pronunciation of English vowel sounds improvement.

4. Reflecting

This steps was analyzing the whole action that has been done. Based on the data that had been collected, the researcher made an evaluation based on activities before. The researcher analyzes the result of all tests and compares the whole result of the student's achievement. As a result, researcher made conclusion in conducting classroom action research.

CHAPTER IV

THE RESULT OF RESEARCH AND DISCUSSION

This chapter refers findings and discussion. The instruments of data collection, as pointed out in chapter III, were observation sheets, interview, achievement test, and documentation. The data gathered through the instruments of data collection are findings and discussed in this section. In this research are presented in two sections. The first section discusses the reconnaissance step. Then the second presents the implementation of the action and discussion.

A. Research Findings

In this part the researcher would like to discuss about the findings of the process learning Pronunciation of English Vowel Sounds trough Conversation. The researcher conducted in SMP Negeri 1 Sindue started from January 6th, 2020 up to February 10th, 2020.

On January 6th, 2020 the researcher met with the Principal long and the Deputy Principal of SMP Negeri 1 Sindue curriculum section. At the meeting, the researcher conveyed the intent and purpose of the researcher, namely to conduct research in class VII of SMP Negeri 1 Sindue by using Conversation to Improve students' Pronunciation of English Vowel Sounds. Furthermore, the Principal give sauthority to English teacher in class VII Imam Bonjol to assist and work closely with researcher while conducting research.

Initial observations have been carried out on January 8th, 2020 to determine the conditions of English learning in class VII Imam Bonjol SMP Negeri 1 Sindue. The result obtained in this observation are English learning consisting of four hours of learning every week. The number of students registered as Grade VII Imam Bonjol students of SMP Negeri 1 Sindue in the 2019/2020 academic year was twenty-seven, with detail twelve male students and fifteen female students.

The researcher findings present the description of reconnaissance and the implementation of the action in the teaching learning process there two cycles in teaching learning process.

1. Reconnaissance

In this step, the researcher identified problems which occurred in the English teaching learning process at the seventh Imam Bonjol grade of SMP Negeri 1 Sindue. The field problems were collected through a classroom observation, interview with the English teacher and some students, and the initial test for the students to knowing the initial ability of students in pronunciation skill especially pronunciation of English vowel sounds. The form of the initial test is introducing. The students introduce their self.

On Friday, January 10th with the permission given by the Head of SMP Negeri 1 Sindue the researcher interview the teacher, and interview some students on Monday 13rd January 2020. On Wednesday 15th gave the initial test, to identified problems related to the teaching pronunciation of English Vowel Sounds. The initial test was followed by all students, because all students were present at the time of the

initial test. Based on the observation result, the researcher found some problems, those are:

a. Students' English Comprehension

The students' English comprehension especially their pronunciation ability in English vowel sounds was very low. When they speak or read a word, the researcher did not have any idea what they were talking about. Their low knowledge about pronunciation was reflected on the pronunciation of some English words that sounded like other languages' words. Somehow, the other students understand the meaning of the words although the pronunciation was incorrect. They also have difficulties in differentiating Indonesian sound system and English sound system.

b. The Students' Intrinsic motivation in Learning English

The students' motivation in learning English also was very low. Most of them were too ashamed to ask something to the teacher. They did not like to perform their ability in the classroom as well. They were also afraid of making mistakes. That made them so passive during the lesson. The number of passive students was higher than the number of active students. Actually they were interested in learning pronunciation because it is something new for them. But, in fact the researcher found that: they did not want to speak aloud or read aloud.

Based on the interview with the English teacher and some students, the researcher found the problems in teaching learning process of English especially in learning Pronunciation of English vowel sounds, those are:

c. Interviewed the English teacher

Based on the interview Mr. Rifai, S.Pd as a English teacher, the researcher concluded that the teacher had some problems in achieving the pronunciation practice goal. According to him, pronunciation was a hard subject because the students had a tendency to follow Indonesian pronunciation which is very different from English Pronunciation. It means that the students do not have awareness to produce correct pronunciation. So that's it made the students lazy to learning Pronunciation, the students not have a motivation, and not interested to learning English especially pronunciation.

d. Interviewed the some students

Based on the interview with some the students, Alfat Khairul Haq, Utri Atuntriana, Madea Rizki, and Anisa Putri Sari. The researcher concluded that the students loved to study in funny situation. They said that their teacher was funny and was able to create enjoyable and relax class atmosphere by his jokes. The teacher taught pronunciation by drilling and dictating. He simply explained the meaning of words in a text and showed how to pronounce each word. The students said that in the classroom they paid attention to the lesson, but sometimes when they were bored they often chatted with their friends or do something else. That boredom occurred because the teacher only used handbook to teach in every meeting. Related to English comprehension in general, their main problems were they have no enough experience in speaking English and they had limited learning sources. Related to pronunciation, their problem was mainly about English spelling system since there were some

discrepancy between spelling and sounds. They were confused in pronouncing similar words in different pronunciation.

Based on the result of initial test, researcher concluded that the students' pronunciation ability especially pronunciation of English vowel sounds was low. They had difficulties in understanding English spelling system. They made so many silly mistakes such as:

- a. When they say the word "name" in introduction their self which should be pronounced /neɪm/ (tense) but in fact they always pronounce /nɛm/ (becomes lax).
- b. When they say the word 'like' in introduction their favorite food or something else, they say 'lik'. And when they say the word 'color' in sentence "my favorite color", they say 'kolor'. They pronounced Indonesian sound system. Because they have difficulties in differentiating Indonesian sound system and English sound system.
- c. For example, because the word pan are pronounced /pæn/, they made a wrong conclusion that all of letters <a> putting in a word are pronounced /æ/. Therefore the words like 'want' when they say "I want to introduce my self", which should be pronounced /wɑ:nt/, tend to be pronounced /wænt/.

After the field problems were identified, the researcher were focused on teaching technique and the students. The aim was to improve the students' Pronunciation of English Vowel Sounds through conversation. The problems were

taken because it affected the students Pronunciation. Therefore, the problems needed to be solved soon. It was expected that solving the problems carried out improvement to their pronunciation of English vowel sounds.

2. The Implementation of Action

The classroom action research covered two cycles. Each cycle consisted four steps which include : 1. Planning the action ; 2. Implementation the action ; 3. Observing the action ; 4. Reflecting the Observation Result. Every cycle was held in three meetings, and every meeting spent about 60-80 minutes. It was undertaken from Monday 20th January until 12th February 2020. The more detail description of the implementation can be seen in the following section.

a. Cycle 1

1). Planing the action

The action plan for the first cycle was made based on the problem identified. Before the action was implemented, the researcher prepared the lesson plan and everything related to action research.

2). Implementation the action

In the first cycle, the researcher explained about what is pronunciation, gave an example and how to pronounced. And explained about pronunciation of English vowel sounds. Each cycle was conducted in three meetings. The action was divided in there terms namely, opening, main activity, and closing.

a) First meeting

1)) Opening

The first meeting was conducted at 08.00-09.25 on Monday, January 20th, 2020. The topic in first meeting about 'It's Me'. The researcher began activity by greeting the students and asking the students to pray, checking their attendances, explaining the objective/background of learning, the benefit of learning, and preparing the students to learn. This initial activity was carried out with the aim of attracting the attention of students, fostering students learning motivation and providing references about learning to be carried out. This activity consist of 2 sessions consisting of the meaning words and how to pronounce word by word. In this session students listen and reapeat the researcher's pronunciation.

2)) Main activity

In this activity, the researcher asked students what is mean pronunciation. This is done to determine the extent to which students' knowledge of pronunciation in general. One of the students raised his hand and explained that 'pronunciation in Indonesian was the sound or way of pronouncing a word', good students. Well, the explanation is correct, someone wants to explain more? Then the researcher asked the students to give examples again, but there were no students who answered because they still did not understand how the pronunciation itself was. Well, the researcher explains the meaning of pronunciation, its parts, examples, and functions. After that researchers provide text conversation according to the theme. The researcher read-aloud about the words about theme and the students should follow it. This technique

is useful so that researchers can easily find pronunciation errors in students and students can easily learn pronunciation correctly. The researcher group the words according to how they are pronounced. Because in this study the researcher discusses the pronunciation of vowels, the researcher will only explain about vowels. After the students understand and memorize how to pronounce vowels, the researcher called the student's name. And students go forward to introduce themselves as in the initial test according to correct pronunciation.

3)) Closing

Before the researcher closed the class, the researcher asked the students, what the subject that we have been learn today? Suci anisa and friends mention, 'today we learned about pronunciation of vowels with the theme this is me. The researcher asked how to say some words and the students can answer them. The researcher told students to learn how to say a few words in introducing themselves and learn about greetings. The chairman prepared the class, pray and say thank you to the researcher.

b) Second meeting

1)) Opening

On Wednesday, 22nd January 2020, the researcher started the lesson at 11.25-12.25. the topic of pronunciation are greetings. In this activity, the researcher began the teaching by greeting/warming up, checking students attendaces, explaining the objective/background of learning, the benefit of learning, and preparing the students to learn. The cjairman lead prayed before they were studied

2)) Main activity

The researcher asked the students, what material we learned yesterday? Did you remember? And the students answer 'we learned about how to make a good pronounce when we introduction my self'. what the theme we learned? students answer 'the theme are It's Me'. Good students! The researcher informs the students of the theme that will be discussed at this meeting. The theme are Greetings. The researcher explained about part of greetings and reads aloud about theme. The researcher explained about how to good pronunciation of vowel in greetings sentences. After the students understand and memorize the pronounce of vowel, the researcher provides conversational text and reminds students to found a partner. The researcher called the students name with their partner. And the students go forward to read the text of the conversation with the correct vowel pronunciation with their partner.

3)) Closing

Before the researcher closed the class, the researcher ask the students, what the subject that we have been learn today? Gerad and friends mention, today we learn about greetings and how to pronounce them correctly especially the pronunciation of vowels. The researcher asked some of greetings sentences with with the correct vowel pronunciation. The students can answer. The chairman prepared the class to pray before they go home.

c) Third meeting

1)) Opening

On Monday, 27th January 2020, the researcher started the lesson at 8.00-09.25. the topic of vowels pronunciation are conversation about 'Thanking'. The researcher began the teaching by greeting/warming up, checking students attendances, explaining the objective/background of learning, the benefit of learning, and preparing the students to learn. The chairman lead before they were studied.

2)) Main activity

The researcher asked students, what material we learned yesterday? Students answer about greetings, the good pronounce of greetings. The researcher asked the students one by one about the material. The example "how to say 'good morning'? or How to pronounce the word good, lax or tense?" the students can answer. The researcher informs the students of the theme that will be discussed at this meeting. The theme are 'Thanking'. The researcher explained about part of Thanking and reads aloud about theme. The researcher explained about how to good pronunciation of vowel in Thanking sentences. After the students understand and memorize the pronounce of vowel, the researcher provides conversational text. Then the researcher made the students in pairs according to the order on the attendance. Therefore, the students were not free to choose which group they liked best to involve. The researcher gave the text of conversation. And asked the students to write the vowel sounds in text conversation

The researcher chose one of students go forward with their partner and another students pay attention to the spoken word. The researcher pay attention to students' pronunciation and take the value as a reference to find out where the students' understanding of pronunciation is.

3)) Closing

Before the researcher closed the class, the researcher asked the students. What the subject that we have been learn today? Suci and friends mention, today we learned about the greetings, introduction my self, and how to good pronounce of vowels sounds in sentence the materials. Then the researcher asked students to learn the material that had been given, because at the next meeting students would be given a test. The chairman prepared the class, pray and say thank you to the researcher.

3) Final test

On Wednesday, 29 January 2020, the researcher gave the final test of cycle one in the form of conversational text and questions. The researcher asked the students to read the conversation in front of the class with their partner and then determine which words were included in the vowel sounds in the conversation text. Then the researcher asked the students again one by one to read the words with the correct pronunciation of vowels. This test is given aims to determine the increase in student learning outcomes against the material that has been given. The final action test cycle 1 is carried out classically, each student is not allowed to cooperate with his friends when determining the words in the conversation text.

In cycle I, if one word correct the score is = 2, if there is an error the score is = 0. totaled score in cycle I is 80. The example from Abdul Fariz, how Abdul Fariz got 45 score? $\text{score} = \frac{\text{score gained}}{\text{total score}} \times 100 = \frac{36}{80} \times 100 = 45$. Analysis of the results of the final test action cycle 1 can be seen in table 4.1 :

Table 4.1

No	Name	Score	Category
1	Abdi Fiqriansyah	70	Successful
2	Abdul Fariz	45	Unsuccessful
3	Adiko Raditya	70	Successful
4	Afni	50	Unsuccessful
5	Akram Setiawan	40	Unsuccessful
6	Alfat Khairul Haq	70	Successful
7	Al-Ihna Mawaddah	55	Unsuccessful
8	Andi Ilham	40	Unsuccessful
9	Anisa Putri Sari	70	Successful
10	Chelsia	50	Unsuccessful

11	Citra Adelweys	40	Unsuccessful
12	Faizun	45	Unsuccessful
13	Fajria	50	Unsuccessful
14	Gerad Al-Fatha	70	Successful
15	Miselia Alba	70	Successful
16	Nabila Rahmadani	45	Unsuccessful
17	Nisa Andriani	40	Unsuccessful
18	Suci Anisa	70	Successful
19	Syifa Amalia	55	Unsuccessful
20	Utri Atuntriana	70	Successful
21	Uzaifah Nur Anisa	40	Unsuccessful
22	Widya Anggraeni	70	Successful
23	Fadel Muhammad	55	Unsuccessful
24	Fadlan	50	Unsuccessful
25	Hafiza	50	Unsuccessful

26	Ibnu Hidayat	50	Unsuccessful
27	Madea Rizki	72	Successful
Total		1502	
Score Maximal		2160	

From the table analysis of the results /of the final action test in cycle 1 was unsuccessful with the percentage of individual absorption and the maximum percentage of complete learning :

$$\text{percentage of individual absorption} = \frac{1502}{2160} \times 100 = 69.53\%$$

$$\text{Max percentage of mastery learn} = \frac{10}{27} \times 100 = 37.03\%$$

From the analysis above, students' pronunciation of English vowel sounds in English lesson was still low. Seen from the percentage of learning completeness 37.03% which should be 75%. And the percentage of individual absorption 69.53% which should be 70%. It can be seen the learning was unsuccessful.

Based on the analysis of the results of the action test at the end of cycle 1 shows that the action in cycle 1 has not worked well, so that the students' ability to pronounce English vowels is still not good.

4). Interview Data of Cycle 1

After carrying out the final action test, the researcher conducted an interview on Friday, 31st January 2020. The interview was conducted after the students had carried out the morning exercise. Researchers do not ask questions in a structured manner. The interview focuses on answering the following questions; (1) are students happy with the learning method used, (2) what difficulties do students experience when participating in learning, and (3) what difficulties do students experience when solving problems.

Based on the three focus question, various students' answers were obtained which could be categorized as follows:

- a) Students enjoy learning by using conversation. In this case, each study researcher always provides a conversational text in accordance with the material given. Its function is to practice pronunciation of vowels in students. But there are still many students who have difficulty pronouncing vowels in the conversational text.
- b) In taking part in learning, there are still many students who are confused about distinguishing vowels and vowel sounds. Students are still confused by the symbols of vowels and how to pronounce them.
- c) They have difficulty matching a word with its pronunciation symbol. There are some students who still don't know how to pronounce the sounds of some words because they forget. Student difficulties are also caused because students do not pay attention to the researchers' explanation during learning.

5). Observation Results Of cycle learning Action 1

Observations are carried out during the learning process to document all activities carried out by the subject in the study (students) and the researcher (teacher) using student activity observation sheets and teacher activity observation sheets. These observations were made by researchers, colleagues (mathematics education students) and English teachers at schools.

a) Observation by researcher on students activities

Based on the results of observations made by observers, information is obtained that, in general, students as research subjects have shown good activity in the learning process. Enthusiasm is quite good also shown by students in the entire series of learning activities which can be seen from the readiness and activity of students from the beginning to the end of learning.

b) Results of Observers' Observations (English teacher class VII SMP Negeri 1 Sindue) on teacher activities

Based on the results of observations made by observers, information was obtained that in general the researchers had carried out the learning quite well. Researchers have tried to condition students in learning, convey learning objectives, motivate students, provide explanations about activities to be carried out during the learning process, activate students by giving students opportunities to ask questions and to discuss with friends, and provide guidance to students both on when learning takes place and at the time of making conclusions from the learning outcomes, although in practice the researcher is not able to manage time well.

6) Reflection the Action Result

Reflection is carried out to determine the advantages and disadvantages that occur during the implementation of the action in cycle I. This is done so that researchers can plan more effective actions in cycle II.

Based on the results of the final action test in cycle I, it was obtained that the percentage of classical learning completeness achieved was 37.03% and the number of students who achieved individual absorption was more or equal to 70 as many as ten people. The results of the analysis indicated that the results of the final test of cycle I, the students' pronunciation of vowels were still low, or in other words the first cycle was still not successful.

Through dialogue with several research subjects, information was obtained that this was the first time they were learning by using conversation. Some students said that it took them a long time to understand and memorize the pronunciation of vowels and their symbols. In cycle I, the researcher realized that the researcher had not been able to manage time well.

Because the data obtained was still less than the indicator of the success of the action by 75%, the researcher immediately conducted consultations and preparations for the implementation of the learning process in cycle II by fixing the deficiencies that occurred in cycle I. Cycle II, among others: Because the data obtained was still less than the indicator of the success of the action by 75%, the researcher immediately carried out consultations and preparations for the implementation of the learning process in cycle II by correcting the deficiencies that occurred in cycle I. The results

of this reflection showed several things that need to be considered and improved in cycle II, including:

- a. Students pay less attention to the explanation of the researcher during the learning process.
- b. Researchers need to pay attention to the efficiency of using time in teaching so that the time allocation for students in practicing the pronunciation of vowels in a given conversation is not consumed so that students do not rush, and all students can have conversations in front of the class.
- c. Often students make mistakes in pronouncing vowels because the researcher's ability to provide guidance or explanation is still lacking.

From the problems in the first cycle above, the solutions to be carried out in the second cycle can be seen from the following table:

Table 4.2

NO	Reflection	Solution
1.	Students pay less attention to the explanation of the researcher during the learning process.	In learning, researchers play games related to the material so that students focus on learning
2.	Researchers need to pay attention to the efficiency of using time in teaching	More efficient time in teaching by focusing on one material at each meeting and focusing on words that

		are often used in conversation.
3.	Often students make mistakes in pronouncing vowels because the researcher's ability to provide guidance or explanation is still lacking.	focus more on explaining and guiding students in pronouncing vowel sounds which are still difficult for students to understand

b. Cycle 2

1) Planing the Action

Based on the reflections carried out in cycle I, the researcher revised the action planning. Before starting the lesson, the researcher gave a little relaxation to the students, which is a game to get friends to have a conversation later. in this case, it is different in cycle I. In cycle I students only have conversations in pairs but, in cycle II the conversation is carried out by three students. By playing these games students can relax and pay attention to the researchers' explanations during the teaching and learning process. In cycle II, the researcher only discusses two materials, namely, it's me and greetings.

2) Implementation the Action

The action was implemented by the researcher. The topic presented in the cycle II is it's me and greetings. The implementation of the action in the cycle II consisted of three meetings. Each meeting was divided into three terms, namely opening, main activity, and closing.

a.) First meeting

1)) Opening

The first meeting in cycle II was conducted at 08.00-09.25, on Monday 3rd February 2020. The topic was 'apologizing' Opening was began by greeting/warming up, checking the students' attendances.

2)) Main activity

Researchers explain the objectives / learning background, the benefits of learning, and prepare students to learn. To attract students' interest in learning, the researcher plays a game to create a group conversation which is conducted after the researcher explains the material. after the group was formed, the researcher asked the students to sit according to the group. then the researcher asked several questions related to the material. Such as, how many letters and vowels sound in english? The students answer the questions.

The researcher then explained the number of letters and vowel sounds in English and related them to the theme at the meeting, namely 'Apologizing'. After that the researcher gave the conversational text according to the material. The researcher reads the conversational text aloud and the students who follow. After the

students understand and memorize how to pronounce vowels, the researchers went to their respective desks, to listen to each of them.

3)) Closing

Before the researcher closed the class, the researcher ask the students, what the subject that we have been learn today? Hafiza and friends mention, ‘today we learned about pronunciation of vowels with the theme Apologizing. The researcher asks how to say some words and the students can answer them. The researcher told students to learn how to say a few words in expressing apologies. The chairman prepared the class, pray and say thank you to the researcher.

b.) Second Meeting

1)) Opening

On Wednesday, 5th February 2020, the researcher started the lesson at 11.25-12.25. the topic of pronunciation are Inviting. In this activity, the researcher began the teaching by greeting/warming up, checking students attendaces, explaining the objective/background of learning, the benefit of learning, and preparing the students to learn. The chairman lead prayed before they were studied

2)) Main activity

The researcher asked the students, what material we learned yesterday? Did you remember? And the students answer ‘we learned about how to pronounce vowels when talking to friends’. what the theme we learned? students answer ‘the theme are apologizing’. Good students! At this meeting, the researcher used a group that had been formed at the previous meeting. The researcher asked students to sit in

accordance with the groups that had been formed. After that, The researcher informs the students of the theme that will be discussed at this meeting. The theme are inviting. The researcher explained about part of Inviting and reads aloud about theme. The researcher explained about how to good pronunciation of vowel in Inviting sentences. After the students understand and memorize the pronounce of vowel, the researcher provides conversational text. Then the researcher called the group randomly to have a conversation in front of the class. And the students go forward to read the text of the conversation with the correct vowel pronunciation.

3)) Closing

Before the researcher closed the class, the researcher ask the students, what the subject that we have been learn today? Fajria and friends mention, today we learn about inviting someone and how to pronounce them correctly especially the pronunciation of vowels. The researcher ask some of inviting sentences with the correct vowel pronunciation. The students can answer. The chairman prepared the class to pray before they go home.

c.) Third Meeting

1)) Opening

The last meeting was conducted at 08.00-0925, on Monday 10th February 2020. The topic was offering. Opening was began by greeting/warming up, checking the students' attendances.

2)) Main activity

The researcher asked students about the material at the previous meeting. 'who remembers the vocabulary we learned on February 3th? some students answered 'apologizing'. Researchers explain the objectives/learning background, the benefits of learning, and prepare students to learn. To attract students' interest in learning on the topic or material at this meeting, the researcher asked several questions related to the material. Such as : a) how to offer something to someone? b) how to pronounce the correct offer sentence ?

Researchers explain the pronunciation of vowels in English and provide examples of how to pronounce a word in a conversation. Researchers asked students to sit in groups. in this case, the researcher did not change the group members that had been formed at the previous meeting. Researchers play games that aim to focus students on the following lessons and to attract student interest during the learning process. This game is done to find out the order of the groups that will have the conversation. This game deals with the material being taught. after that, the researcher called the groups to have a conversation in front of the class. the researcher saw and assessed the students' pronunciation in carrying out the conversation.

3)) Closing

Before the researcher closed the lesson, the researcher review again the lesson, they were paying attention carefully to what we were learning and give them the motivation to use good pronunciation especially pronounce English vowel sounds where ever they are. Do not forget the researcher informs students to study the

material that has been given from the first meeting to the last meeting. because at the next meeting the researcher will conduct the final test. The chairman leads to praying together.

3) Final test

On Wednesday, 12th February 2020, the researcher gave a final test of cycle two in the form of conversational text and questions. The researcher asked the students to read the conversation in front of the class with their partner and then determine which words were included in the vowel sounds in the conversation text. Then the researcher asked the students again one by one to read the words with the correct vowel pronunciation. This test is given aims to determine the improvement of student learning outcomes on the material that has been given. The final action test of cycle 2 is carried out classically, each student is not allowed to cooperate with his friends when determining the words in the conversation text. In cycle II, if one word correct the score is = 3, if there is an error the score is = 0. totaled score in cycle II is 99. Analysis of the results of the final test action cycle II can be seen in table 4.2 :

Table 4.3

No	Name	Score	Category
1	Abdi Fiqriansyah	70	Successful
2	Abdul Fariz	72	Successful

3	Adiko Raditya	75	Successful
4	Afni	72	Successful
5	Akram Setiawan	65	Unsuccessful
6	Alfat Khairul Haq	75	Successful
7	Al-Ihna Mawaddah	72	Successful
8	Andi Ilham	73	Successful
9	Anisa Putri Sari	74	Successful
10	Chelsia	72	Successful
11	Citra Adelweys	65	Unsuccessful
12	Faizun	73	Successful
13	Fajria	73	Successful
14	Gerad Al-Fatha	72	Successful
15	Miselia Alba	75	Successful
16	Nabila Rahmadani	75	Successful
17	Nisa Andriani	75	Successful

18	Suci Anisa	75	Successful
19	Syifa Amalia	73	Successful
20	Utri Atuntriaana	75	Successful
21	Uzaifah Nur Anisa	70	Successful
22	Widya Anggraeni	72	Successful
23	Fadel Muhammad	70	Successful
24	Fadlan	60	Unsuccessful
25	Hafiza	65	Unsuccessful
26	Ibnu Hidayat	60	Unsuccessful
27	Madea Rizki	75	Successful
Total		1923	
Score Maximal		2160	

From the table analysis of the results of the final action test in cycle II was successful with the percentage of individual absorption and the maximum percentage of complete learning :

$$\text{percentage of individual absorption} = \frac{1957}{2160} \times 100 = 89.02\%$$

$$\text{Max percentage of mastery learn} = \frac{22}{27} \times 100 = 81.48\%$$

From the above analysis, the students' pronunciation of English vowels in English lessons improved. Judging from the percentage of learning completeness 81.48% which is more than or equal to 75%. And the individual absorption percentage is 89.02% which is more than or equal to 70%. It can be seen that the learning is successful.

Based on the analysis of the results of the action test at the end of cycle II, it shows that the actions in cycle II have gone well so that the students' English vowel pronunciation improved.

4). Interview Data of Cycle II

After carrying out the final action test, the researcher conducted an interview on Friday, 14th February 2020. The interview was conducted after the students had carried out the morning exercise. Researchers do not ask questions in a structured manner. The interview focuses on answering the following questions; (a) are students happy with the learning method used, (b) what difficulties do students experience when participating in learning, and (c) what difficulties do students experience when solving problems.

Based on the three focus question, various students' answers were obtained which could be categorized as follows:

- a) Students enjoy learning by using conversation. In this case, each research meeting always provides a conversational text based on the material provided. Its function is to practice the pronunciation of vowels in students. in cycle II the pronunciation of vowels has improved.
- b) Broadly speaking, students do not experience much difficulty in understanding and practicing the pronunciation of vowels when having a conversation with their group. because students are very happy with the methods, techniques used by researchers in teaching the pronunciation of vowels in English.
- c) Almost all students are able and understanding in working on the questions given and having conversations correctly.

5). Observation Results Of cycle learning Action II

Observations are carried out during the learning process to document all activities carried out by the subject in the study (students) and the researcher (teacher) using student activity observation sheets and teacher activity observation sheets. These observations were made by researchers, colleagues (mathematics education students) and English teachers at schools.

- a) Observation by researcher on students activities

Based on the results of observations made by observers, information is obtained that, in general, students as research subjects have shown good activity in the learning process. Enthusiasm is quite good also shown by students in the entire

series of learning activities which can be seen from the readiness and activity of students from the beginning to the end of learning.

b) Results of Observers' Observations (English teacher class VII SMP Negeri 1 Sindue) on teacher activities

Based on the results of observations made by the observer, information was obtained that in general the researcher had carried out the learning quite well. Researcher have tried to condition students in learning, convey learning objectives, motivate students, provide explanations of activities to be carried out during the learning process, activate students by providing opportunities for students to ask questions and discuss with friends, and provide guidance to students both during learning. and when making conclusions from the learning outcomes. in practice, researchers can manage their time well.

6) Reflection the Action Result

Based on the results of the final action test cycle II, the percentage of classical learning completeness achieved was 81.48% and the number of students who achieved individual absorption was more than or equal to 70 as many as 22 people. The results of the analysis show that from the final test results of cycle II, students' vowel pronunciation has increased learning outcomes, which is indicated by the increased ability of students to pronounce vowels in conversations and in solving the questions that have been given. Through dialogue with several research subjects, information was obtained that they were happy in following lessons using the method applied by the researcher to them. Student activity in participating in learning is good,

and an increase in learning outcomes can be seen at each meeting. The data obtained in the second cycle reached an indicator of the success of the action by 75%. Therefore, the implementation of measures to improve the pronunciation of English vowels using conversation has been successful.

B. Discussion

Based on the research results that have been stated above, data obtained from the results of the analysis, namely for the initial test through self-introduction conducted by students, researcher found that there are still many pronunciation errors, especially in vowels in English. This shows that students' knowledge of vowels is still low. For the final action test in the first cycle, the classical learning completeness percentage was 37.03% and the number of students who obtained individual absorption was more or equal to 70% as many as 10 people. This shows that the students' ability to understand the pronunciation of English vowels is good enough, but at the time of practice pronouncing vowels is still lacking.

The low student learning outcomes in the final test of cycle I are also caused by the fact that students do not pay attention to the researchers' explanation when the researcher provides and explains the material. Students are also not familiar with the learning methods applied by researchers. In addition, the low learning outcomes are due to the fact that in the implementation of learning, researchers are not able to manage time well, so that a lot of time is consumed in this cycle.

The data obtained in cycle I show that the indicators of the success of the action have not been achieved. Therefore, the researcher carried out cycle II to fix things that were lacking in cycle I.

After carrying out the action cycle II, from the analysis of the results of the final text of the action obtained a percentage of classical learning completeness of 81.48% and the number of students who obtained individual absorption of more or equal to 70% as many as 22 people. This shows that the difficulty of students in having a conversation and solving the questions given has decreased. In other words, the speech of students' English vowels has increased according to the expectations of the researchers.

The improvement of learning outcomes is also evident because in the implementation of the second cycle of action, the researcher plays a little game to attract students' attention. As a result, students pay more attention to the researcher's explanation and students' knowledge about the pronunciation of vowels is more developed, so that students can more easily understand how to pronounce vowels properly and can complete the final action test well.

From the results of observations made by observers, information was obtained that in the implementation of learning to pronounce vowels using conversation, in general, student activity and teacher activity showed an increase in each cycle. Increased student activity, especially during conversations, and in solving questions on the final action test. Increasing teacher activity, especially in the ability of teachers to manage time and provide guidance to students, is getting better.

Based on the description above, the researcher gets an idea that through the used of conversation it can improve the pronunciation of English vowels in students.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the results and discussion, several things can be concluded as follows:

1. data obtained from the results of the analysis, namely for the initial test through self-introduction conducted by students, researchers found that there are still many pronunciation errors. for the example, when they say the word “name” in introduction their self which should be pronounced /neɪm/ (tense) but in fact they always pronounce /nɛm/ (becomes lax). When they say the word ‘like’ in their favorite food or something else, they say ‘lik’. And when they say the word ‘color’ in sentence “my favorite color”, the say ‘kolor’. They pronounced Indonesian sound system. Because they have difficulties in differentiating Indonesian sound system and English sound system.
2. For the final action test in the first cycle, the classical learning completeness percentage was 37.03% and the number of students who obtained individual absorption was more or equal to 70% as many as 10 people. This shows that the students' ability to understand the pronunciation of English vowels is good enough, but at the time of practice pronouncing vowels is still lacking.
3. After carrying out the action cycle II, from the analysis of the results of the final text of the action obtained a percentage of classical learning completeness of

81.48% and the number of students who obtained individual absorption of more or equal to 70% as many as 22 people.

This shows that the difficulty of students in having a short conversation and solving the questions given has decreased. In other words, the speech of students' English vowels has increased according to the expectations of the researchers.

B. Suggestion

The successes in teaching in learning are how the teacher presents the lesson and uses various technique to manage the class more lively and enjoyable. based on the findings action researcher, the researcher would like to put forward some suggestions as follows :

1. Teachers are expected to know that the use of conversation can be a reference in learning the pronunciation of vowels as an alternative teaching technique and not only in learning pronunciation but also for other skills. English teachers have to improve their knowledge and teaching skills. They must use attractive techniques to attract students' attention and make students learn in a comfortable and relaxed manner. It is recommended for English teachers to apply the use of conversation as a way to develop student knowledge and to make it easier for students to understand the learning given by the teacher.
2. For the next prospective researcher, in order to be able to apply learning methods by using conversations on other materials.
3. The school should provide some media, projector, and speaker to support the students in learning English.

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INSTRUMENT OF THE RESEARCH

- Pre-test

- a. Introduction your self

- Instrument cycle 1

- a. Conversation

Practice with your friends in front of the class with the correct pronunciation!

Adi : Excuse me Sir, may I help you?

Ari : Yes sure, I was a little bit hard, to find a drink.

Adi : Alright Sir, would you like me to get you something to drink?

Ari : Yes sure young man, it would be a good idea.

Adi : Yes sir, would you mind to wait here for a while?

Ari : Yes, of course. Thank you very much.

Adi : You are welcome Sir.

- b. Identify the vowel sounds in the conversation and put into the table!

Vowel

c. Pronounce the words in the table correctly!

- Instrument cycle 2

- a. Conversation

Practice with your friends in front of the class with the correct pronunciation!

Shania : Hi, Vera. How are you?

Vera : Hi, Shania. I am fine.

Shania : I would like to invite you to my birthday party on Sunday.

Vera : Oh, okay. I would love to come. What time?

Shania : At 4 p.m. I invited Ola and Joana, too.

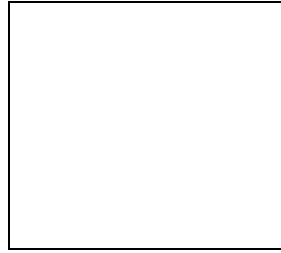
Vera : Alright. I will come over with them.

Shania : Great! See you, Vera!

Vera : See you, Shania!

d. Identify the vowel sounds in the conversation and put into the table!

Vowel



e. Pronounce the words in the table correctly!

OBSERVATION CHECKLIST

Teacher : Rifai, S.Pd

Resercher : Farida

Date Observation : Wednesday, 5th February 2020

Time Observation : 11.25 Am

NO	ACTIVITIES	YES	NO
1	Is the teacher prepared?	✓	
2	The teacher introduce the topic before start teaching	✓	
3	The teacher gave an explanation the material until finish	✓	
4	The teacher uses Indonesian language and English to explain the materials	✓	
5	The teacher always uses English in teaching English		✓
6	The teacher makes a group of students in Teaching English	✓	
7	The teachers' endorse the students to be active in asking and answering question.	✓	
8	The teacher control students behavior?	✓	
9	Does the teacher stay on topic?	✓	

DOCUMENTATION

1. Teaching and Learning Process



2. The Students Introduction their self





3. The Students Pronunciation the word in the text conversation with correct vowel sounds



4. The Students read the conversation





LESSON PLAN

Subject : English

Topic : It's Me

Class/Semester : VII/1

Time Allocation : 2x40

A. Standard Competence:

- KI 1 dan K2 : Menghargai dan menghayati ajaran agama yang dianutnya.
Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence:

Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya.

C. Indicators:

- Students pronounce English vowel sounds of conversation
- Students identify English vowel sounds in the text of conversation

D. Learning Objective

Through individual activity, students are able to:

- Identify English vowel sounds in the conversation
- Pronounce words with the vowel sound in the text of conversation

E. Learning Materials

- Structure text

Opening : Hello..., Hi class..., Hello everybody..., good morning..., good afternoon..., how do you do....

Introduction : My name is..., I'm ... years old

Conversation :

Dian : Good morning. Allow me to introduce myself. I'm Dian.

Rian : Good morning. My name is Rian. Nice to meet you.

Dian : Nice to meet you too. We are in the same class, right? I saw your name in the students' list of my class.

Rian : Yeah, right. By the way, what book is that?

Dian : This is a book about cooking

Rian : Oh, so you like cooking? I like cooking too.

Dian : Really? Good, so I have a friend to share with. Anyway, I must go now. Bye.

Rian : Bye. Take care.

F. Teaching method

- Technique : Discovery Based Learning
- Method : Communicative language teaching
- Approach : Scientific approach

G. Media and Tools

a. Media

- Worksheet
- Text conversation

b. Tools

- Board marker
- Whiteboard

H. Learning Resources

Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII

I. Learning Activities

Activities

Details

Time

Opening	<ul style="list-style-type: none"> - The teacher greet the students and ask to pray - The teacher checks the students' attendants list - The teacher explains the objective learning that will be achieved 	10 minutes
Main activities	<p>Observing</p> <ul style="list-style-type: none"> - The teacher convey the scope of the material and explain it. - The teacher explain about pronunciation of English vowel sounds in introducing themselves and gave the text of conversation about the topic - students pay attention to the explanation from the teacher - Students listen to the teacher showing how to pronounce vowels according to the examples given <p>Associating</p> <ul style="list-style-type: none"> - students try to pronounce vowels - students have a conversation in front of the class with more attention to the pronunciation of vowels <p>Questioning</p> <ul style="list-style-type: none"> - with the teacher guidance and direction, the students are given the opportunity to question if it necessary <p>Exploring</p>	20 minutes

- the teacher guides the students to find out the vowel sounds in the conversation

Communicating

- the students are asked to find the vowel sounds in the text conversation and pronounce the word correctly

Closing

- the teacher and the students conclude the material that they have learn 10 minutes
- the teacher closes the class

Subject : English
Topic : Greetings
Class/Semester : VII/1
Time Allocation : 2x40

A. Standard Competence:

- KI 1 dan K2 : Menghargai dan menghayati ajaran agama yang dianutnya.
Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai

dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence:

Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya.

C. Indicators:

- Students pronounce English vowel sounds of conversation
- Students identify English vowel sounds in the text of conversation

D. Learning Objective

Through individual activity, students are able to:

- Identify English vowel sounds in the conversation
- Pronounce words with the vowel sound in the text of conversation

E. Learning Materials

- Structure text

Formal Greetings

Hello!. Good morning. Good afternoon. Good evening. Good night. Hello, how are you? How are you doing? How do you do? Nice to meet you.

Responses

Hello!.

Good morning.

Good afternoon.
Good evening.
Good night. I'm fine thank you.
I'm very well, thank you.
How do you do.
Nice to meet you too.

Informal Greetings

Hi! What's up?
What's news?
How's everything?
How's it going?
How's business?
Good to see you.

Responses

Hi. Just fine, thanks.
Great, thanks.
Pretty well. What about you?
Good to see you too.

Conversation :

Father : Good night Dodi.
Dodi : Hi Dad, Good night.
Father : How's your study at school?
Dodi : It's great dad, i've got A on English lesson.
Father : Oh, Really?! That's good kid. Keep your good job going on.

Dodi : Okay Dad.

F. Teaching method

- Technique : Discovery Based Learning
- Method : Communicative language teaching
- Approach : Scientific approach

G. Media and Tools

a. Media

- Worksheet
- Text conversation

f. Tools

- Board marker
- Whiteboard

H. Learning Resources

Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII

I. Learning Activities

Activities	Details	Time
Opening	<ul style="list-style-type: none">- The teacher greet the students and ask to pray- The teacher checks the students' attendants list- The teacher explains the objective learning	10 minutes

	that will be achieved	
Main activities	<p>Observing</p> <ul style="list-style-type: none"> - The teacher convey the scope of the material and explain it. - The teacher explain about pronunciation of English vowel sounds in greetings and gave the text of conversation about the topic - students pay attention to the explanation from the teacher - Students listen to the teacher showing how to pronounce vowels according to the examples given <p>Associating</p> <ul style="list-style-type: none"> - students try to pronounce vowels - students have a conversation in front of the class with more attention to the pronunciation of vowels <p>Questioning</p> <ul style="list-style-type: none"> - with the teacher guidance and direction, the students are given the opportunity to question if it necessary <p>Exploring</p> <ul style="list-style-type: none"> - the teacher guides the students to find out the vowel sounds in the paragraph <p>Communicating</p> <ul style="list-style-type: none"> - the students are asked to find the vowel sounds in the text conversation and pronounce the word correctly 	20 minutes

Closing	- provide feedback on the learning process and results	10 minutes
	- the teacher and the students conclude the material that they have learn	
	- the teacher closes the class	

Subject : English

Topic : Thanking

Class/Semester : VII/1

Time Allocation : 2x40

A. Standard Competence:

- KI 1 dan K2 : Menghargai dan menghayati ajaran agama yang dianutnya. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif

dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
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C. Indicators:

- Students pronounce English vowel sounds of conversation
- Students identify English vowel sounds in the text of conversation

D. Learning Objective

Through individual activity, students are able to:

- Identify English vowel sounds in the conversation
- Pronounce words with the vowel sounds in the text of conversation

E. Learning Materials

- Structure text

Thanking

Thank you, Thanks, Many thanks, Thanks a lot, Thank you very much, Thanks for everything, Thank you for helping me, I appreciate your help, You have been very helpful, It was very nice of you.

Responses

You're welcome, It's ok, My pleasure, Any time, Not at all, Good on you

Conversation :

Tono : Tini, I need your help. Can you help me?

Tini : Sure, what is that?

Tono : Can you tell my mother if I will be home late because I should go to Tina's house.

Tini : Ok, I will tell your mother.

Tono : Thank you, Tini.

Tini : You're welcome

F. Teaching method

- Technique : Discovery Based Learning
- Method : Communicative language teaching
- Approach : Scientific approach

G. Media and Tools

a. Media

- Worksheet

- Text conversation

b. Tools

- Board marker
- Whiteboard

H. Learning Resources

Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII

I. Learning Activities

Activities	Details	Time
Opening	<ul style="list-style-type: none"> - The teacher greet the students and ask to pray - The teacher checks the students' attendants list - The teacher explains the objective learning that will be achieved 	10 minutes
Main activities	<p>Observing</p> <ul style="list-style-type: none"> - The teacher convey the scope of the material and explain it. - The teacher explain about pronunciation of English vowel sounds and gave the text of conversation about the topic - students pay attention to the explanation from the teacher - Students listen to the teacher showing how to pronounce vowels according to the 	20 minutes

examples given

Associating

- students try to pronounce vowels
- students have a conversation in front of the class with more attention to the pronunciation of vowels

Questioning

- with the teacher guidance and direction, the students are given the opportunity to question if it necessary

Exploring

- the teacher guides the students to find out the vowel sounds in the conversation

Communicating

- the students are asked to find the vowel sounds in the text conversation and pronounce the word correctly

Closing

- the teacher and the students conclude the material that they have learn
- the teacher closes the class

10
minutes

Subject : English
Topic : Apologizing
Class/Semester : VII/1
Time Allocation : 2x40

A. Standard Competence:

- KI 1 dan K2 : Menghargai dan menghayati ajaran agama yang dianutnya. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence:

Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian,

mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya.

C. Indicators:

- Students pronounce English vowel sounds of conversation
- Students identify English vowel sounds in the text of conversation

D. Learning Objective

Through individual activity, students are able to:

- Identify English vowel sounds in the conversation
- Pronounce words with the vowel sound in the text of conversation

E. Learning Materials

- Social function

Introduction is a way to build interpersonal relationship with the teacher and friends.

- Structure text

Apologizing

I'm sorry, I'm very sorry, I am sorry to bother you, Excuse me, May I be excused?, excuse me for being late, Forgive me, I apologize, Sorry to trouble you, My bad.

Responses

It's oke, ok. Never mind, That's alright, Never mind.

Conversation :

Tina : Have you finished reading the story book?

Lucy : Yes, I have. That's a good book

Tina : Do you bring that book with you?

Lucy : No, I am sorry. I really forget about it.

Tina : Never mind. Have you made the summary?

Lucy : Please forgive me. I haven't done it.

Tina : That's ok. Can you go to my house this afternoon? We can do it together.

Lucy : Of course, I can.

F. Teaching method

- Technique : Discovery Based Learning
- Method : Communicative language teaching
- Approach : Scientific approach

G. Media and Tools

a. Media

Worksheet

Text conversation

b. Tools

Board marker

Whiteboard

H. Learning Resources

Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII

I. Learning Activities

Activities	Details	Time
Opening	<ul style="list-style-type: none"> - The teacher greet the students and ask to pray - The teacher checks the students' attendance list - The teacher explains the objective learning that will be achieved 	10 minutes
Main activities	<p>Observing</p> <ul style="list-style-type: none"> - The teacher convey the scope of the material and explain it. - The teacher explain about pronunciation of English vowel sounds and gave the text of conversation about the topic - students pay attention to the explanation from the teacher - Students listen to the teacher showing how to pronounce vowels according to the examples given <p>Associating</p> <ul style="list-style-type: none"> - students try to pronounce vowels - students have a conversation in front of the class with more attention to the pronunciation of vowels <p>Questioning</p>	20 minutes

- with the teacher guidance and direction, the students are given the opportunity to question if it necessary

Exploring

- the teacher guides the students to find out the vowel sounds in the paragraph

Communicating

- the students are asked to find the vowel sounds in the text conversation and pronounce the word correctly

Closing

- provide feedback on the learning process and results 10 minutes
- the teacher and the students conclude the material that they have learn
- the teacher closes the class

Subject : English

Topic : Inviting

Class/Semester : VII/1

Time Allocation : 2x40

A. Standard Competence:

- KI 1 dan K2 : Menghargai dan menghayati ajaran agama yang dianutnya.
Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence:

Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya.

C. Indicators:

- Students pronounce English vowel sounds of conversation
- Students identify English vowel sounds in the text of conversation

D. Learning Objective

Through individual activity, students are able to:

- Identify English vowel sounds in the conversation
- Pronounce words with the vowel sound in the text of conversation

E. Learning Materials

- Structure text

Inviting	Accepting an Invitation	Declining an Invitation
• Would you like to....	• That's very kind of you.	• I'm very sorry, I don't think I can

<ul style="list-style-type: none"> • I'd like much like you to.... • We should be pleased • Would you care to.... • You will ... won't you? 	<ul style="list-style-type: none"> • We'd very much like to • What a delightful idea. • With the greatest pleasure • Thank you very much for inviting me 	<ul style="list-style-type: none"> • I'd like to, but • I'm afraid I've already promised ... • Thank you for asking mw, but ... • Unfortunately, I can't
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Conversation :

Zindah : Good afternoon, dear friend!

Enni : Good afternoon. Why are you very happy ?

Zindah : Don't you know , today is my birthday.

Enni : Really ? Oh, happy birthday

Zindah : Yeah , thank you. Would you mind to come to my birthday party

Tinoght?

Enni : Oh, I'd love to come. Where will the party be held ?

Zindah : at Garing's cafe at 8 p.m.

Enni : Okay

F. Teaching method

- Technique : Discovery Based Learning
- Method : Communicative language teaching
- Approach : Scientific approach

G. Media and Tools

a. Media

Worksheet

Text conversation

b. Tools

Board marker, Whiteboard

H. Learning Resources

Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII

I. Learning Activities

Activities	Details	Time
Opening	<ul style="list-style-type: none">- The teacher greet the students and ask to pray- The teacher checks the students' attendants list- The teacher explains the objective learning that will be achieved	10 minutes
Main activities	<p>Observing</p> <ul style="list-style-type: none">- The teacher convey the scope of the material and explain it.- The teacher explain about pronunciation of English vowel sounds and gave the text of conversation about the topic- students pay attention to the explanation from the teacher- Students listen to the teacher showing how	20 minutes

to pronounce vowels according to the examples given

Associating

- students try to pronounce vowels
- students have a conversation in front of the class with more attention to the pronunciation of vowels

Questioning

- with the teacher guidance and direction, the students are given the opportunity to question if it necessary

Exploring

- the teacher guides the students to find out the vowel sounds in the conversation

Communicating

- the students are asked to find the vowel sounds in the text conversation and pronounce the word correctly

Closing

- the teacher and the students conclude the material that they have learn
- the teacher closes the class

10
minutes

Subject : English
Topic : Offering
Class/Semester : VII/1
Time Allocation : 2x40

A. Standard Competence:

- KI 1 dan K2 : Menghargai dan menghayati ajaran agama yang dianutnya. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

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mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya.

C. Indicators:

- Students pronounce English vowel sounds of conversation
- Students identify English vowel sounds in the text of conversation

D. Learning Objective

Through individual activity, students are able to:

- Identify English vowel sounds in the conversation
- Pronounce words with the vowel sound in the text of conversation

E. Learning Materials

- Structure text

Offering	Accepting an Invitation	Declining an Invitation
<ul style="list-style-type: none"> • Can I • May I • Shall I • How about I • Would you • Do you need something? • Do you need anything • I would love to help you • I'd be glad to help you 	<ul style="list-style-type: none"> • Thank you, I appreciate your help • Yes, please • Thank you, how kind of you • Thanks • Yes please, if you could • That would be great, thank you so much. 	<ul style="list-style-type: none"> • No, thanks • Don't worry, I will do it by myself • Thanks, but I prefer not to bother you.

Conversation :

Ricko : Good Morning Dad?

Daddy : Good morning Son.

Ricko : What are you doing dad?

Daddy : I am filling Crossword puzzle.

Ricko : Can I help you Dad?

Daddy : Yes. What is the meaning “Korek api” in English? Five box!

Ricko : Oh I know Dad. The answer is M-A-T-C-H.

Daddy : Thank you Son.

Ricko : You’re welcome Dad.

F. Teaching method

- Technique : Discovery Based Learning
- Method : Communicative language teaching
- Approach : Scientific approach

G. Media and Tools

a. Media

Worksheet

Text conversation

b. Tools

Board marker

Whiteboard

H. Learning Resources

Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII

I. Learning Activities

Activities	Details	Time
Opening	<ul style="list-style-type: none"> - The teacher greet the students and ask to pray - The teacher checks the students' attendants list - The teacher explains the objective learning that will be achieved 	10 minutes
Main activities	<p>Observing</p> <ul style="list-style-type: none"> - The teacher convey the scope of the material and explain it. - The teacher explain about pronunciation of English vowel sounds and gave the text of conversation about the topic - students pay attention to the explanation from the teacher - Students listen to the teacher showing how to pronounce vowels according to the examples given <p>Associating</p> <ul style="list-style-type: none"> - students try to pronounce vowels - students have a conversation in front of the class with more attention to the pronunciation of vowels <p>Questioning</p>	20 minutes

- with the teacher guidance and direction, the students are given the opportunity to question if it necessary

Exploring

- the teacher guides the students to find out the vowel sounds in the paragraph

Communicating

- the students are asked to find the vowel sounds in the text conversation and pronounce the word correctly

Closing

- the teacher and the students conclude the material that they have learn 10 minutes
- the teacher gives homework
- the teacher closes the class

CURRICULUM VITAE



A. Researcher Identity

Name : Farida
Date of birth : Toaya 31 October 1997
Gender : Female
Religion : Islam
Department : English Department
Faculty : Teacher Training and Tarbiyah Faculty
NIM : 15.1.16.0029
Phone Number : 0823-3293-7395
Address : Jln. Lasadindi No. 46 Toaya Kec. Sindue

Father

Name : Budiman Tjalaganti (alm)
Religion : Islam
Education : Primary School

Mother

Name : Husnia

Religion : Islam
Education : S1 (Sarjana Pendidikan)
Work : Teacher (ASN)
Address : Jln. Dindimaka No 46 Toaya Kec. Sindue

B. Education details

- a. SD/MI, Graduated year : SDN 1 Toaya, 2009.
- b. SMP/M.Ts., Graduated year : SMP Negeri 1 Sindue 2012
- c. SMA/MA, Graduated year : SMA Negeri 1 Sindue, 2015.

Palu, 09 March 2021

Author