



**AUDIO LINGUAL METHOD REVISITED: THE EFFECTIVENESS OF ALM
IN TEACHING VOWEL PRONUNCIATION TO JUNIOR HIGH SCHOOL
STUDENTS**

**(An Experimental Study at the Eighth Grader of SMPN 32 Semarang in the
academic year of 2014/2015)**

a final project submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* in English

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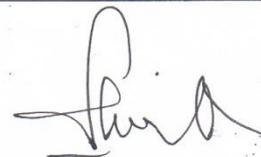
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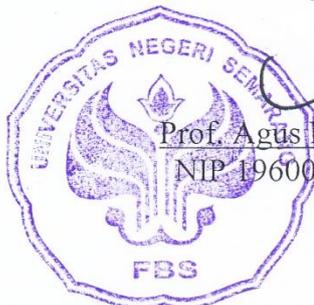
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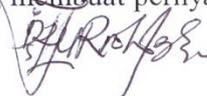
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(Experimental Study at the Eight Grader of SMPN 32 Semarang)

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana pendidikan ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya isi ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya. Demikian, harap pernyataan ini digunakan seperlunya.

Semarang, 28 Mei 2015

Yang membuat pernyataan



DZURROH SAPUTRI

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This final project is dedicated to:

- ❖ my beloved parents, Hartono
and Sukesi,
- ❖ Diana Farikhah, and
- ❖ Masyruhan.

Then which of the Blessings of your Lord
will you deny?

(Q.S. Ar-Rohman)

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I hope this final project will be useful for all the readers who are willing to read it.

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ABSTRACT

Saputri, Dzurroh. 2015. *Audio Lingual Method Revisited: The Effectiveness of ALM in Teaching Vowel Pronunciation to Junior High School Students Experimental Study at The Eight Grader of SMPN 32 Semarang*. Final Project. English Department. Semarang State University. Supervisor: Hendi Pratama, S.Pd, M.A.

Key words: pronunciation, vowel pronunciation, ALM, experimental study

This scientific work is an experimental research. It was aimed to investigate the effectiveness of Audio Lingual Method in teaching vowels pronunciation to Junior High School students.

The subjects of this study were the students of 8C, 8D, and 8E of SMPN 32 Semarang; which consist of 32, 29, and 30 students. This research was conducted in seven meetings, started on 5th of March 2015 to 28th of March 2015. On the first meeting, the pre-test was conducted. While on the second to the sixth meetings were for the treatment sessions. Here, I gave some treatments. I gave treatments using ALM to experimental group (8C), Songs to the first control group (8D) and Fidel Charts to the second control group (8E). The seventh meeting was the last meeting of this research. In the last meeting, the post-tets was conducted.

Based on the data analysis, it could be concluded that the use of Audio Lingual Method is more effective than the use of Songs and Fidel Charts as a media in teaching vowel pronunciation. This is shown by the comparison between the result of Initial Pre-test from and that of post-test score. The mean score of experimental group using Audio Lingual Method improved by 10 points; from 67 to 77. The score of Control group using Songs improved by 2 points; from 65 to 67. Meanwhile, the mean score of the control group using Fidel Charts improved by one point from 66 to 67. In line with it, the students' motivation in learning English after getting treatment using ALM is higher than the students' motivation that are taught by using Songs and Fidel Charts as the media. The students' motivation score in Experimental Group is 3.14, 2.97 for Songs group and 2.93 for Fidel Charts group. These score were included into high motivation in learning English.

By referring to the result of the study, I suggested Audio Lingual Method be used to teach pronunciation, especially vowel pronunciation of English words.

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CHAPTER I

INTRODUCTION

1.1 General Background of the Study

Pronunciation is one of the important aspects in speaking foreign language. The reason is pronunciation directly affects learners' communicative competence as well as their performance. Good pronunciation can increase learners' self-confidence and positively affect estimations of a speaker's credibility and ability; it also creates good impression to listeners. Meanwhile, poor pronunciation can restrict people to social interaction. In addition, poor pronunciation may cause misunderstanding in communication. There are so many cases that show us about this issue. For example, when you talk about your favourite meal you say that your favourite meal is "soup". However, instead of saying [su:p] you pronounce [soup]. Small error like this creates big misunderstanding. That is why pronunciation is crucial in learning oral English.

It is important than ever to focus in teaching pronunciation to EFL and the concern of building communicative competence. Teaching English to EFL students should be different from teaching English to ESL students or teaching English to native. This is because EFL students do not have the same amount of opportunity to get input or model in their daily life. They just get language model and input from school. In other word, the source comes from their teachers.

Unfortunately, the examples, especially in pronunciation, that given by the teacher, are sometimes incorrect.

Making things worse, English pronunciation is different from Indonesian and it is difficult to predict. There are some sounds that are not familiar to Indonesian people. Indonesian learners may face some problems in pronouncing English sounds correctly because they never know about that sounds. Therefore, they just try to treat them same with the way when they pronounce them in Indonesian sounds. For example, the letter “u” in “cut” has a different sound compared to the letter “u” in “cuma”. The letter “u” in “cut” is pronounced as a central vowel [ʌ] in English, and the letter “u” in “cuma” is pronounced as a back vowel [u]. The other possibility is that they try to pronounce in the same way. For instance, they produce sounds [ʌ] for letter “u” in “purple” instead of sounds [ə:]. If we make such mistakes, it means we tend to deliver bad impression to others. Because of that reason, we should try to correct our pronunciation. Good pronunciation is a matter of habits. Changing our habits in pronouncing or producing different sounds is not an easy thing. We need practice more and more. Practice is needed to increase ability in producing English sounds that is different from Indonesian sounds. This ability depends on our speech organs.

Unfortunately, our speech organs are not used to producing certain English sounds. In line with this, Ramelan (1999) pointed out that the movement of our speech organs has been set to produce the speech sounds of our mother language, and it will be difficult for us to change the habit of moving our speech organs to produce foreign sounds that we never know before.

For example, we can see in the research conducted by Fathoni (2010). From that research, we can see that eight grader students of junior high school found it difficult to pronounce English front vowels. Based on his research we can imply that we need to help students to learn pronunciation.

Teaching pronunciation of a foreign language to Junior High School students, is not an easy thing. We should make a good environment in order to make the students used to pronouncing English words properly. There are many ways to make a good environment in learning English pronunciation. For instance, we can use some media like songs or Fidel Charts to attract students' attention. Because having good pronunciation is a matter of habits, it is reasonable to say that one of the suitable ways to improve pronunciation is by using Audio Lingual Method (ALM). Audio lingual method is a method that focuses on drill. Drill is used as a way to form good habits in learning a new language. However, Audio Lingual Method is neglected nowadays. This is because this method is considered to be an old way in teaching.

Even Philip Smith's study on 1965-1969 called the *Pennsylvania Project* considered Audio Lingual Method was less effective than a more traditional cognitive approach involving the learner's first language. However, this critique is addressed to the use of ALM in teaching grammar to EFL students, not to teach pronunciation. Teaching pronunciation is different from teaching grammar. In teaching grammar to EFL students, the use of learners' first language is needed, but the use of learners' first language habits in pronunciation is not. What we need in teaching pronunciation to EFL students is forming good habits. If good

habits have been formed, the goals of the teacher will be achieved. We know that one of the ALM goal is forming a good habit, while the other goal of ALM is to make students master the sound system of the foreign language and able to pronounce the target language accurately. Furthermore, ALM is employed to change the habits of the students' native language to interfere in learning the target language.

1.2 Reasons for Choosing the Topic

There are some reasons for choosing this topic. First, I think good pronunciation is one of the most important aspects in speaking a foreign language. Speaking skill or we call it as the communication skill is a key to make our future success. Good speaking skill will help us get more benefits in oral communication. The benefits are not only in terms as academic achievement but also in professional life. If we mispronounce something when we speak, misunderstanding happens, so our message cannot be delivered.

Second, to achieve good pronunciation, we have to make young learners get used to pronouncing English sounds properly. The last is about revisiting Audio Lingual Method in teaching pronunciation. Since Audio Lingual Method is neglected nowadays, Audio Lingual Method should be revisited to know whether this method is relevant for teaching pronunciation or not.

1.3 Research Problem

The research problems in this research are:

1. Does ALM improve students' accuracy in vowel pronunciation?
2. How do the students perceive the use of Audio Lingual Method in learning pronunciation?

1.4 Purposes of the Study

The purposes of the research are to find out:

1. whether ALM is effective for improving students' pronunciation or not; and
2. students' opinion about the use of Audio Lingual Method in teaching pronunciation.

1.5 Hypotheses of the Study

There are two hypotheses in this study. They are alternative hypothesis (H_a) and null hypothesis (H_0):

- 1) H_a : there is significant difference in the students' pronunciation ability who are taught by using Audio Lingual Method and those are taught by using Songs and Fidel Charts.
- 2) H_0 : there is no significant difference between students who are taught by using Audio Lingual Method and those are taught by using Songs and Fidel Charts.

1.6 Significance of the Study

The significance of the study is mentioned bellow:

- (1) For students: the result of this study will be an alternative way to improve students' pronunciation.

- (2) For English teacher: the result of this study will be another alternative method in teaching pronunciation for eight graders of Junior High School.
- (3) For reader: the result of this study will give more benefits and information to the reader about teaching pronunciation and Audio Lingual Method.

CHAPTER II

REVIEW OF RELATED LITERATURE

The main concern of this classroom experimental research is to see the effectiveness of using Audio Lingual Method in teaching vowel pronunciation to Junior High School students. Review of previous studies, theoretical background, and framework of recent studies are provided in this part.

2.1 Previous Study

Pronouncing English words correctly and fluently is one of important aspects in speaking. However, pronouncing English words or sounds for EFL students is not an easy thing to do. There are some difficulties for EFL students to pronounce English vowels although some of English vowels are familiar to them. Fathoni's study (2010) shows that the students of a Junior High School have poor pronunciation. The dominant mistakes are related to pronunciation of the vowels [e] and [æ]. In Puspita's study (2007:52), pronunciation mistakes also occurred in the vowels [i:] and [i]. Based on research at SMAN 1 Sigaluh Banjarnegara, Puspita found that 13.64% of the students mispronounce vowel [i] and 6.36% of them mispronounce vowel [i]. Based on that fact we can say that the students' of SMAN 1 Sigaluh Banjarnegara have poor pronunciation ability. This implies that we need a certain way in teaching pronunciation, especially in vowel

pronunciation. Hopefully by employing a certain method, the students will be able to pronounce English sounds correctly and accurately. That is why there are many studies, which aimed to know what technique or method suitable for teaching pronunciation. One of the studies about teaching pronunciation is done by Jumaroh (2013). Based on her study one of the ways to improve pronunciation is by using electronic dictionary. Using dictionary gives correct model to form a good habit. Giving model and forming good habit also can be found in Audio Lingual Method. The most suitable way in forming good habit especially in pronunciation is by using ALM.

There are some studies which relevant to Audio Lingual Method and teaching pronunciation. One of them is Riswanto's study (2012). That research is an action research using drills in ALM. The research consists of three cycles. In the first cycle, there was an improvement in students' pronunciation, but the researcher and collaborator felt that the students were lack of motivation and practice. Moreover, the students were not active enough. That is why the researcher needed to do the next cycle. After doing the second cycle, the researchers felt that the indicator of success had not been reached yet. There were some problems in pronunciation teaching activity. The researchers decided to do the next cycle. In this last cycle, the students' pronunciation improved. The researcher and the collaborator concluded that the indicator of success had been reached. According to the researchers, the use of drilling technique can improve students' pronunciation achievement.

Being interested in the case above, I decided to do an experimental research on students' vowel pronunciation by using Audio Lingual Method to know the effectiveness of this method.

Alternative Techniques

The other ways to teach pronunciation are by using Fidel Chart and Songs as the media. I will use them as the media to compare the effectiveness of ALM in teaching pronunciation. It aimed to know which method is more effective to teach pronunciation.

Fidel Charts

The first one is Fidel Chart. There are many studies focus on the use of Fidel Chart in teaching pronunciation. One of them is the research done by Wening Hesti Astuti (2012). In her research, we can see that the use of Fidel Chart can improve students' pronunciation. She also stated that the students were enthusiastic when she used Fidel Charts in her teaching. However, the control group did not get treatment; this latter group was just taught using a conventional way. Because of this, I am interested in using Fidel Charts as the control method for Audio Lingual Method.

Songs

The second technique to teach pronunciation is by using song as the media. Farmand and Pourgharib (2013), shows that the students who learned English through songs improved their English pronunciation by pronouncing specific words in the songs accurately. Pimwan's study (2012) also uses songs as

the media to improve pronunciation of 4 Prathomsuksa students at Watratchaphatigaram School, Dusit District, Bangkok. This study was carried out for five weeks in the second semester of the 2011 academic year 2011. In the end, this result of the study also shows the same result with the result of previous study. The use of songs gives a good impact to students' pronunciation, especially in the final sounds that becomes the focus in this study.

The next is Moradi and Shahrokhi's study (2014) about the effect of listening to music on Iranian children's segmental and suprasegmental pronunciation. This study focuses on the pronunciation of beginner students. The results of this study show that music significantly had positive effects on children's pronunciation. The students, which got treatment using songs, improved their pronunciation; including vowels pronunciation, that becomes the focus in this study.

The last is the study about songs as media in improving students' pronunciation conducted by Ghanbari and Hashemian (2014). They focused on the pronunciation of elementary students in Isfahan, Iran. Their study revealed that utilizing songs in L2 classes had a positive effect on the learner's pronunciation skill because pronunciation skill is also influenced by listening skills. By using songs as media in teaching pronunciation, they learn about listening too. If they are used to listening to English native pronunciation in songs hopefully they can pronounce English songs correctly. Based on this finding, I am interested in using songs as the second media to be compared to Audio Lingual Method.

2.2 Theoretical Background

In this theoretical background, I will explain about the Problems of Learning Foreign Language, Phonology and Phonetics, Definition of Pronunciation, Reasons of Pronunciation Problems, Pronunciation Features, Teaching Pronunciation, Junior High School Students, Audio Lingual Method, General Concept of Media, The Silent Way Method, Fidel Charts, Songs as the Media, Teaching Learning Cycle, and Experimental Research.

2.2.1 Problems of Learning Foreign Language

Learning a foreign language has become an important thing nowadays. It is important not only for academic life, but also for professional life. However, learning a foreign language is not an easy thing to do. Every learner may find it difficult to learn a foreign language, especially English. The difficulties deal with its grammatical pattern, vocabulary, and pronunciation.

Ramelan (1999:4) pointed out that someone who wants to learn a foreign language will face many learning problems. Those learning problems are the beginning of mistakes and errors they may make in learning foreign language. In learning a foreign language, it is important to learn regularly in a certain period of time if we want to master it well.

We should learn it regularly because language is a matter about habit. It will be different if we use it irregularly. We will lose our ability easily like a knife that becomes dull because never been ground. However, problems and difficulties

in learning a new language or a foreign language cannot be avoided. The difficulty experienced by the students in learning a second language is caused by the different elements that are found between their mother language and the target language (Ramelan, 1999:5)

2.2.2 Phonology and Phonetics

Talking about pronunciation cannot be separated from phonology and phonetics. Both of them strongly affect students' pronunciation ability in learning a foreign language. O'grady (2005: 137) pointed out about phonetics and phonology. He stated that phonetics is a branch of linguistics that is included into the study of human speech sounds. It is related to physical properties of speech sounds (phones); they are physiological production, acoustic properties, auditory perception, and neurophysiological status. Meanwhile, phonology is related to something abstract, grammatical characterization of sounds systems.

In phonetics, we can find an objectives way of describing and analysing the range of sounds that human use in their language. Goldsmith (1992:140) pointed out that phonetics is about the physical production, acoustic transmission and perception of the sounds of speech. More specific, articulatory phonetics identifies which speech organs and muscles involved in producing different sounds. Then, those sounds are transmitted from the speaker to the hearer. Acoustics and auditory phonetics focus on the physics of speech since they travel through the air in the form of sound waves. Acoustics and auditory phonetics not only focus in the physics of speech, but also in its' effect on the hearer's ears and

brain. This means that phonetics is in strong association with anatomy, physics and neurology (McMahon; 2002: 1)

In a narrow definition, phonology defined as the sub-branch of Linguistics that focuses on sounds. In a broader definition, phonology is the systematic use of sound to encode meaning in any spoken language. Goldsmith (1992: 140) stated that phonology is the linguistics subfield that deals with the sound systems of languages. Phonology also describes how sounds function within a given language or goes to encode meaning.

2.2.3. Definition of Pronunciation

Pronunciation is one of the most important aspects in speaking. It may affect the meaning that will be delivered. Therefore, pronunciation definition will be delivered bellow:

1. According to Hornby (1995), “Pronunciation is the way language or word is spoken” (p. 928).
2. Dalton and Barbara (1994: 3) state, “Pronunciation is the production of the significant sound in two senses”.
3. Yates (2002:1) states that pronunciation refers to the production of sounds to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

4. According to Celce-Murcia (1996), “Pronunciation is never an end in itself but a means of negotiating meaning in discourse, embedded in specific sociocultural and interpersonal contexts”.

Based on the explanation above, we can conclude that pronunciation is the way words of a language are spoken. Pronunciation becomes an important part in making meaning in order to deliver purpose or information. To avoid misunderstanding between a speaker and a hearer in an oral communication, the ability to pronounce each word correctly is a basic and essential skill nowadays. In addition, when people have an oral communication with others, their pronunciation creates first impression to native speakers. If their pronunciation is poor, it may cause misunderstanding for some people. Furthermore, poor pronunciation will become a big obstacle for them when they speak to native speaker. One of ESL students in Celce-Murcia (1996:117) writes:

Sometimes when I speak to Native American, I guess because of my Chinese sense or mispronounce the word, they ask me what you said, can you repeat, or I beg your pardon. Sometime my face turns red, and become so embarrassed in front of them. I remembered once my tears were in my eyes.

From the quotation above, it proves that pronunciation is a very important thing for second language learners. Moreover, it is a crucial thing to be considered by foreign language learners.

2.2.4 Reasons of Pronunciation Problems

Because English is a foreign language for Indonesian, there are many problems they face in learning English, especially in pronunciation. According to Ramelan (1999) there are six reasons for pronunciation problems. They are:

1. transfer of linguistics habits,
2. different elements between target language and native language,
3. different distributions for the same sounds
4. the same sounds between native language and target language, but allophonic in TL,
5. similar sounds between native language and target language with slightly different quality, and
6. the same sounds between native language and target language when occurring in cluster.

The reasons above, foreign language learners should learn and practice regularly it in a certain period of time. In addition, success in learning foreign a language is influenced by the students' ability itself. In line with this, Dalton (1997:1) proposes that the main problem in learning a foreign is the learners' reception. He states that '..... if the "English" sound is not clearly received, the brain of the learner converts it into the closest sound in their own language'. Moreover, it will be worse if the students even never realize about their error in pronouncing English sounds. To produce proper sounds in pronouncing foreign language, the learners should pay attention to the sound, identify them, and then try to imitate those sounds. Yet, it is not an easy thing to do. According to

Ramelan (1999; 4-5), "Since he has had his old habit of speaking his first language, his effort to learn the new language will meet with strong opposition from his old established habits". It implies that actually, the learners are able to produce new sounds, but they will face some difficulties because of their old habits in their first language. They may fail to identify the sounds, and then they fail to imitate or produce the sounds. Finally, they fail to pronounce it properly.

However, the success of learning a foreign language is also influenced by the environment. Johnson (2002: 24), he states:

That, is the failure of the learner to acquire new habits was perceived as the learner to imitate the language pattern presented to him by the teacher (the environment) far as the teacher's inability to provide appropriate assistance to the learner in the form of right control between two languages systems.

From the quotation above, we can see that students' ability is influenced by the model that is given to them. However, some students may think that pronunciation is not a big deal as long as they are understandable. Celce-Murcia (et al) (1996:19, 29) found that dealing with this, we will require some mental gymnastics. In other words, we need to implant to the students that good pronunciation will give much advantages in their future life. However, for some people, having a good pronunciation or close to native-like means showing off. Because of that opinion, some students are afraid learn pronouncing like a native. They prefer trying to pronounce minimally like others. Yet, I do not agree with that opinion. Being native-like means that we have given our best in learning foreign language, especially in pronunciation.

2.2.5 Pronunciation Features

In pronunciation, the word can be analyzed and classified into two. They are supra-segmental features and segmental features. Ramelan (1999:22) found, “Supra-segmental features refer to features of pronunciation that cannot be studied in isolation such as stress, pitch, length, intonation and other features that always accompany the production of segmental”. In analyzing supra-segmental features of an utterance, we have to consider and study the utterance in a complete package. We cannot separate it into parts.

Meanwhile, “Segmental features refer to sound unit arranged in a sequential order which can be studied in isolation” (Ramelan 1999: 22). It implies that segmental features can be separated or distinguished into parts. We can analyse each part without considering the others. For instance, fragmentation of the word “teacher” can be analysed or separated into [t] [i:] [tʃ] and [ə]. Based on the ways of production and their functional differences in an utterance there are two components in segmental features of pronunciation. They are consonant and vowels. Haman and Schmitz (2005:6) state, “Consonants are produced when the air flow can be more or less obstructed on the way out”.

Ramelan (1999:100), “Consonants are commonly classified on the basis of three variables: (1) place of obstruction or point of articulation, (2) manner of obstruction or type of articulation, and (3) activity of vocal cords”. The same opinion about consonant is also presented by Hamann and Carmen (2005:6). He said “In order to characterize the articulation, consonants are often classified by

being given so called VPM-label in which VPM stands for Voicing, Place, and Manner”.

Therefore, based on the activity of vocal cords, there are two types of consonants. They are voiced and voiceless consonants. Voiced consonants are [b], [d], [g], [dʒ], [v], [ð], [z], [ʒ], [m], [n], [ŋ], [l], [r], [w], and [j]. The voiceless are [p], [t], [k], [tʃ], [f], [θ], [s], [ʃ], and [h].

Based on the place of articulation, consonants can be classified into eight classes. Hamann and Carmen (2005:8) state the eight classes are:

1. Bilabial

Bilabial sounds are sounds that are produced when the lips are brought together. For examples are [p], [b] and [m]

2. Labiodental

Labiodental sounds are sounds that are made when the lower lip is raised towards the upper front teeth; for instance [f], and [v]

3. Dental

Dental sounds are sounds that are produced by touching the upper teeth with the tip of the tongue, like [θ] and [ð].

4. Alveolar

Alveolar sounds are sounds that are made by raising the blade of the tongue towards the ridge that is right behind the upper front teeth (alveolar ridge). Consonants that are classified into alveolar are [t], [s], [d], [z], [n], [l], and [r].

5. Palatoalveolar

Palatoalveolar sounds are sounds that are made by raising the blade of the tongue towards the part of the palate just behind the alveolar ridge. Example of palatoalveolar consonants are [ʃ], [tʃ] [ʒ], and [dʒ].

6. Palatal

Palatal sounds are sounds that are produced further back towards the velum. In English, we just have one palatal sounds, that is [j].

7. Velar

These sounds are made by raising the back of the tongue towards the soft palate or we call it velum. The velars sounds in English are [k], [ŋ] and [w].

8. Glottal

Glottal sounds are sounds that are produced when the air passes through the glottis as it is narrowed like [h] in “high”

The last way in classifying consonants is by its manner of articulation.

Hamann and Carmen (2005) found there are six classes of consonants; they are:

1. Plosive

Consonants are classified into plosives when the air is blocked for a fraction of a second because there is a complete closure in the mouth, and then it is released with a small burst of sound. Plosive sounds may be bilabial [p,b], alveolar [t, d] or velar [k, g] and then the last one called glottal stop.

2. Fricatives

Fricative consonants are consonants that are produced because of a closure, but the closure is not quite complete. It means that the air is not blocked at any point. That is why there is no plosion in fricatives, but the obstruction is big enough. That obstruction can make a noise when the air passes through. Fricatives may be labiodentals like [f] and [v], dental like [θ] and [ð], alveolar like [s], and [z], palato-alveolar [ʃ], and [ʒ] or glottal [h].

3. Affricates

Affricates are the combination of a plosive and a fricative. These sounds begin like a plosive, with a complete closure. However, they just have a very slow release, moving backwards to a place where a friction can be heard (palate-alveolar). Affricate consonants are [tʃ], and [dʒ].

4. Nasals

These sounds resemble plosives if there is not a complete closure in the mouth. Yet, because the velum is lowered, the air can escape through the nasal cavity. The three English nasals are all voiced. They are [m], [n] and [ŋ].

5. Laterals

Laterals are sounds which are produced when the air escapes around the sides of the tongue. There is only one lateral sound in English. That sound is [l]. There are two kinds of [l]. They are clear [l] and dark [l]. Clear [l] is the sound, which is found before vowel, like in the line, long, land.

Meanwhile dark [ɫ] is found after vowel, like in the silk, bill, child and so on.

6. *Approximants*

Approximants are sounds where the tongue only approaches the roof of the mouth, which is why there is not enough obstruction to create any friction.

There are three approximants in English sounds; they are [r], [j], [w].

The other component in segmental features of pronunciation is vowel. Vowel becomes the main concern in this research. According to Hickey, definition of vowels is sounds, which are produced without any constriction of the vocal tract. They are nearly always voiced and are usually produced with airflow solely through the oral cavity. There are twelve vowels in English sounds. The twelve vowels, itself is classified into three based on these following variables:

1. Based on Part of the Tongue Raised

Based on this variable, vowels are divided into three. They are: the front, the centre, and the back v.

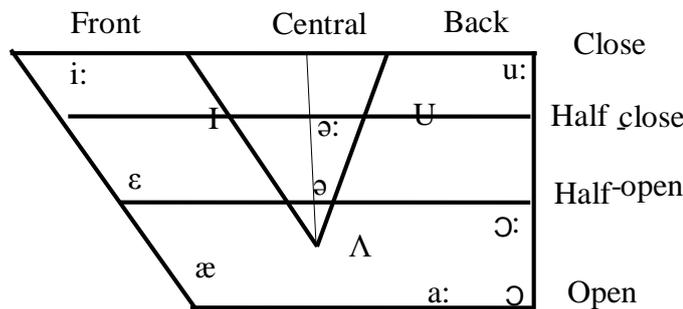
2. Based on the Degree of Raising Tongue

This variable divides vowels into four. They are open, half-open, half-close, and close vowels.

3. Based on the Position of the Two Lips

The last, based on the position of the two lips, vowels are divided into two. They are rounded and unrounded (Ramelan 1999:56)

Figure 2.1 Vowel Diagram



Ramelan (1999: 59) explains there are two distinguished vowels as the result of glide in the production of vowel sounds. He explains as follows:

On the basis of whether or not there is a deliberate glide in producing a vowel sound, two kinds of vowel sounds are distinguished, namely ‘pure vowels’ which are vowel in the production of which the organ of speech remain in a given position for an appreciable period of time, and ‘diphthongs’ that are defined as vowel sound in which there is an intentional glide made from one vowel position, and which is produced in one single impulse.

Based on the explanation above, we can conclude that there are two kinds of vowels. They are ‘pure vowels’ and ‘diphthongs’. According to Ramelan (1999) “a diphthong is a kind of vowel sound with a special feature; that is there is a deliberate glide made from one vowel position to another vowel position, and which is produced in one syllable.” (p. 81). It implies that diphthong is produced from two pure vowels in a series or continually. Yet, this sound forms in one single syllable within a single impulse. As a result, between the two vowel sounds, there must be one vowel that is louder or more prominent than the other. “A diphthong in which the first element is louder than the second is called a falling/descending diphthong. Meanwhile, a diphthong in which the second element is louder than the first is called a raising/ascending diphthong” (Ramelan 1999:82).

There are nine diphthongs, which are divided into two classes based on the movement of the tongue from one vowel position to another. As Ramelan (1999) noted, there are two kinds diphthongs, closing diphthongs and centering diphthongs: ‘The first is closing diphthong when the movement of the tongue is carried out from the position of open vowel to that of a closer vowel. The rest is centering diphthong when the movement of the tongue is carried out towards the central vowel /ə/’. (p.82)

Ramelan (1994) pointed out that there are five diphthongs that is included into closing diphthongs. Those five diphthongs are [ei], [ou], [ai], [au], and [ɔɪ]. (p.85). Whereas the centering diphthongs are [Iə], [ɛə], [Uə], and [ɔə]. (p.95).

2.2.6. Teaching Pronunciation

Teaching pronunciation is not an easy thing to do; especially teaching English as a foreign language. Therefore, pronunciation is important to be considered. The ability of pronunciation will affect the students’ performance in communication. Kelly (2000) states that pronunciation practice in the classroom is considered very important since learner’s pronunciation errors can be a significant obstacle in the learner’s real communication supports this. He clearly highlighted that there are two key problems in teaching pronunciation. ‘There are two key problems with pronunciation teaching. Firstly, it tends to be neglected; and secondly when it is not neglected, it tends to be reactive to a particular problem that has arisen in the classroom rather than strategically planned’. (p.13)

This implies that teaching pronunciation is also needed too like teaching grammar and writing. Sometimes the teachers doubt when they want to teach

pronunciation. It could be seen when I observed some teachers. They preferred to teach grammar, vocabulary, and writing instead of teaching pronunciation. Kelly (2000) pointed out that there are three kinds of pronunciation lesson in the class. The first one is an integrated lesson. The next is a remedial or reactive lesson, and the last is a practice lesson. In the first one, pronunciation forms an essential part of the language analysis and the planning process. The second one deals with a pronunciation difficulty which arises in class. Finally, in the last kind of lesson, a particular feature of pronunciation is isolated and practiced for its own sake (p.14).

2.2.7. Junior High School Students and Teaching Junior High School Students

Everyone knows that eighth year students of junior high school belong to teenagers. This opinion is supported by Nunan (1995). Nunan states that teenagers are classified as young adults whose ages range between twelve and eighteen or so. They are also an age of transition or in between child and adult (p.92). Based on that definition, we can conclude that Junior High School students are included into teenagers who are in the age of transition. That is why sometimes we can see that they imitate someone and then they try to change to be like them and so on. That happens because they are trying to find their own identity. In line with this, Setiyadi (2006) states that in teaching English to this age, we should apply some assumptions about teaching English to children, but sometimes we should apply the assumption of teaching English to adults (p.183).

Considering that we have to apply two assumptions when we are teaching Junior High School students, we have to know the most suitable method for them. The method that is not only suitable for them, but also interesting for them. In this case, the teacher should be more selective in choosing the method. The teacher should find the best way in teaching pronunciation. This is in order to make students getting used to pronouncing English words correctly and accurately. One of the suitable and interesting methods in teaching pronunciation is by using drill. For more specific, we can use Audio-Lingual Method. Drill in Audio-Lingual Method (ALM) will make the students get good model in pronunciation. As Brown (2001) noted, drill can give a good model for students how to pronounce some difficult words. Brown clearly highlighted it in *Teaching by Principles: ‘Drills offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty-either phonological or grammatical.’* (p. 272). Based on that statement, it is reasonable that one of the suitable ways in teaching pronunciation is by using Audio Lingual Method. Audio Lingual Method will be explained later.

2.2.8. Audio Lingual Method

In teaching English pronunciation, there should be a specific method to improve students' ability. Audio Lingual Method is one of the methods that can make students get used to pronounce English vowels in the right way. First of all I will talk about Audio Lingual Method itself. There are some definitions about Audio Lingual Method as the following:

1. Audiolingual method is an oral based approach. This method is not only emphasizing on vocabulary acquisition through exposure, but also emphasizing on drills students in the use of grammatical sentence patterns (Larsen and Freeman, 2000:35).
2. “Audiolingual means sound or its reproduction of formed by the tongue; or speech or languages” (Hornby, 1995).
3. The other dictionary says that, “Audiolingual means involving a drill routine of listening and speaking in language learning” (<http://www.merriamwebster.com/>).

Based on the definitions above, we can conclude that Audio-lingual Method is a method that focuses on drill to make the students are used to producing right sounds.

Audio-lingual Method or known as Army Method is a method in teaching a foreign language. This method is similar to another earlier method called direct method. However, audio-lingual method does not focus on teaching vocabulary. It focuses on drilling the students. Although this method is usually used for teaching grammar, this method will have a good impact too when we use it in teaching pronunciation. In ALM, the students will repeat a certain pattern. Here are the characteristics of Audio-lingual Method:

Table 2.1

CHARACTERISTICS OF AUDIO-LINGUAL METHOD

In Brown adapted from Nunan 1989

Aspects	Characteristics
Theory of language	Language is a system of rule-governed structures hierarchically arranged.
Theory of learning	Habit formation; skill are learned more effectively if oral precedes written; analogy, not analysis.
Objectives	Control of structures of sound, form, and order, mastery over symbols of the language; goal: native speaker mastery.
Syllabus	Graded syllabus of phonology, morphology, and syntax.
Activity types	Dialogues and drills, repetition and memorization, pattern practice.
Learner roles	Organisms that can be directed by skilled training techniques to produce correct responses.
Teacher roles	Central and active teacher-dominated method. Provides model, controls direction and pace.
Roles of materials	Primarily teacher-oriented, tapes and visual, language laboratory often used.

In Audio-lingual Method, the dialogues provide the means of contextualizing key structures and illustrate situation of the target language. Correct pronunciation, stress, rhythm, and intonation are emphasized. Then, when the dialogues have been presented and memorized, specific grammatical patterns

in the dialogue become the next focus of various kinds of drill and pattern-practice exercises.

According to Larsen-Freeman (2000), there are some kinds of drill that are used in Audio Lingual Method. They are:

1. Backward build-up (expansion) drill

This drill is used when a long line of a dialogue is giving students trouble. The teacher breaks down the line into several parts.

2. Repetition Drill

In this drill, the students are asked to repeat the teacher's model as accurately and as quickly as possible.

3. Chain Drill

This drill begins by greeting particular students, and then those students turn to the student sitting next to them. This drill gives the teacher opportunity to check each student speaks.

4. Single-slot substitution Drill

The teacher says a line, usually from the dialogue. Next, he says a word or phrase-called the cue. The students repeat the line the teacher has given to them and then substitute the cue into the line in its proper place.

5. Multiple-slot substitution Drill

This drill is similar to the single slot substitution drill. The difference is that the teacher gives cue phrases that fit into different slots. The students should recognize which part it is belong to and make any other changes, such as subject-verb agreement.

6. Transformation Drill

The teacher gives the students a certain kind of sentence patterns and the students are asked to transform this sentence into other patterns like negative or interrogative.

7. Question and Answer Drill

The drill gives the students practice in answering questions. The students should answer the teacher's question very quickly (pp. 38-39).

2.2.9 General Concept of Media

The word "media" is the plural form of the word "medium" that is derived from Latin word "*medium*". Gerlach and Ely (1980:24) pointed out that a medium is any person, material, or event that establishes conditions, which enable learners or students to acquire knowledge, skills and attitudes. By the definition above the writer can conclude that media are a means to deliver or convey message. Furthermore, teaching media are means used to convey or deliver message that should be delivered in the teaching process. Teaching media are used to motivate students, review the material and many others.

Derek Rowntree in Rohani, (1997) explained that Educational Media have some functions:

- (1) motivate students to study,
- (2) review what students have learnt,
- (3) give a stimulus to study,
- (4) activate students' responses, and
- (5) give a feedback soon (pp. 7-8).

To get those functions above, we should be able to choose which media based on our need. There are five general categories of media based on Gerlach and Elly (1980). Those media are:

1. Picture

This category consists of photographs of any objects or events, which may be larger or smaller than the object or event it represents.

2. Audio Recording

Audio Recording is a recording made on a magnetic tape, disc, motion picture, and soundtrack. There are reproduction of actual event or soundtrack.

3. Motion Picture

A motion picture is a moving image in colour or black and white produced from live action or from graphic representation.

4. TV

TV category here includes all types of Audio Video Electronic distribution system, which eventually appeared on TV monitor.

5. Real things, simulation and model

Real things, simulation and model including people, events, objects, and demonstration real things as constructed with other media, are not substituted for the actual object or events.

From the definition above, it implies that media are everything that is used to deliver message in a learning process and also to motivate the students to learn more. We can choose the media based on our need. They can be pictures, audio, video, or simulations.

2.2.10. Fidel Chart as Media

Fidel Chart is one of media that is used in Silent Way method to teach spelling. Silent way is a name of a language teaching method proposed by Caleb Gattegno. He is well known for his revival of interest in the use of coloured wooden sticks called Cuisenaire rods and for his series words in colour. That is an approach to the teaching of initial reading in which sounds are coded by specific colours.

According to Larsen and Freeman (2000), the goal of Silent Way method is to make the students able to use the language for self-expression, to express their thought, perceptions, and feelings (p.64). The role of the teacher in this method is as a technician or engineer. Meanwhile, the role of the students here is to make use of what they know. Gattegno (Larsen and Freeman: 2000), 'The teacher works with the student, the student works on the language' (p.65). It implies that this method focuses on the students finding or learning. Nobody can take over the responsibility to learn for ourselves, like what Cattegno said "To learn is our personal responsibility". In the silent way, the teacher would not speak too much. It is because this method expects the students to recognize their errors by themselves. Larsen-Freeman states that for much of students-teacher interaction, the teacher is silent. He is still very active.

However, this is to set up situations like listen attentively to students' speech, and silently working with them on their production and so on. When the teacher does speak, it is to give clues to students, not to model the language (pp. 65-66). Giving clues is not an easy thing to do. According to Larsen-freeman

(2000), the use of native language can be used in teaching process if necessary. The teacher can give clues which sounds that should be produced by giving examples in mother language that sounds that are similar or identical. The use of mother language can also be used to give instruction to the students (p. 67). Silent way makes use of specialized teaching materials. They are Cuisenaire Rods, sound colour chart, words chart, and Fidel Charts. According to Larsen and Freeman (2000), Fidel Chart is a set of charts presenting all the possible spelling for each sound. For example the sounds [ei] can be found in “ay” in the word “say”, “ea” in the word “steak”, and many more (p. 70).

Table 2.2
Fidel Charts

[æ]	[ʌ]	[ə]	[oo]	[i:]	[e]
dangly Value Can	Sun everyone dug Something worriedly	Everyone breakfast diamond farmers useless Continued	Woke hold Gold Goes	Each see meet	everyone breakfast went Spread Said Bet Merry anything
[a:]	[u:]	[ei]	[u]	[ɒ]	[aʊ]
Gobbled Farmers	Rooster Food Useless Continued	Grain Day Way Same Name		Got	Ground Found
[ɔ:]	[i]	[ai]	[ə:]		

Morning before Corn	Morning before everyone digging shiny himself Worthy Worriedly Continued Things Anything	Light diamond shiny bright side	Worth Worthy		
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2.2.11. Songs as the Media

Song is one of the media that can be used in a teaching process. Based on Gerlach and Elly (1980), Audio Recording is a recording made on magnetic tape, disc, motion picture, and soundtrack. There are reproductions of actual events or soundtracks. Based on the definition above, it implies that song is included into audio recording. That is why songs can be used as teaching media. According to Farmand and Pourgharib (in *The Effect of English Songs on English Learners Pronunciation* 2013), music and songs can be essential tools to increase the learners' motivation and decrease their anxiety in learning process (p. 840). Moreover, Vilalobos (2008) pointed out that the teaching or learning process can become a very enriching experience with music because music can provide an appropriate atmosphere for both the teacher and the students (p.93)

I do agree with this opinion, because sometimes EFL students face some anxiety when they have to practice, especially in speaking. They are afraid of making mistakes. That is why music is needed here, music can change their mood and create atmosphere that can make them feel comfortable.

As Farmand and Pourgharib (2013) noted, Abbott (et al) (2007) stated that songs or music can attract children's attention in affective aspect and also in linguistic aspect. Singing activity is also a great benefit to develop the capacity of phonetic awareness. We know that young learners may need something which can attract them to be interested in the learning process, and music is included into the interesting ones to be used.

Moreover, Henry long fellow in Farmand and Pourgharib (2013) pointed out that teaching a foreign language is not an easy thing to do, if the teachers cannot create fun atmosphere in their classes, this will be a boring task and take a long time. Music is one of the ways to make the atmosphere relax because music is the universal language of mankind. Molinsky (in Farmand and Pourgharib 2013) states that music;

1. improves memory,
2. improves concentration,
3. causes learning English to be fun,
4. removes stress,
5. improves a senses of community to a group, and
6. improves motivation.

It implies that music has many positive effects for a teaching and learning process. It can improve memory, concentration, senses of community to a group and motivation. Music not only improves motivation and memory, it also removes stress and makes the learning process to be fun.

2.2.12 Teaching Learning Cycle

The curriculum used by the school is Curriculum 2006, *Kurikulum Tingkat Satuan Pendidikan*. In Curriculum 2006, there are four stages in a teaching learning cycle which are aimed at providing supports for learners as they move from spoken to written texts. Each type of stages is associated with different types of activities. Hammond (in Curriculum 2004:66), states the four stages in the learning cycle are:

Stage one: Building Knowledge of the field

This stage is very important for all learners, especially English as the first foreign language. Through this stage, a teacher identifies what students have already known and what they have not. In this stage, the teacher also shows the students what they have to know to prepare them to achieve the competence targeted in a lesson.

Stage two: Modelling of the Text

In this stage, model is an excellent example that deserves to be imitated or something that is copied or used as the basis for a related idea, process or system. In this stage, the students are also given real examples of the kind of language they have to produce.

Stage three: Joint Construction of the Text

The aim of this stage is to work together for the teacher and students to construct the text. This stage emphasizes the guidance and support from the teacher to the

students. In this stage, the teacher shows the students what kind of language they should produce at the end of the lesson.

Stage four: Independent Construction of Text

In general, independent construction occurs only after group or pair construction has shown that the learners have gained control of the field and the mode. This means analyzing, and identifying through whole class, group, or individual work, why and where problems occur in their speech.

2.2.13. Experimental Research

This study will use an experimental research as a research design. First of all I will explain about the definition of experimental research. According to Christensen (2001), “Experimental research is a research that attempts to identify the cause and effect relationship. In other word, experiment is the way to find the causal relationship between two factors which are raised by the researcher in purpose by reducing or eliminating any distracting factors” (p.23).

Furthermore, Best (1981) states, “An experiment involves the control of the effect of a particular treatment with that of a different treatment or of no treatment. In a simple convention experiment reference is usually made to an experimental group and to a control group”.

Based on the definitions above, I can conclude that experimental research is a research that tries to observe the cause and effect relation. This research is done by comparing one or more experimental groups to one or more control groups, which get or do not get any treatment. There are three types of

experimental research. They are pre-experimental design, quasi-experimental design, and experimental design.

Pre-experimental design is experimental research where there is no control group as a control. Quasi-experimental design is experiment where the subject of the research is not chosen randomly because there are two groups of subjects (experiment and control group). While true experimental design is the experiment that there is a control group used as a control and both groups will be given the pre-test and the post-test.

From the explanation above, I use the quasi-experimental design. It is because in quasi-experimental design there are experimental and control group. The researcher is not in a position to assign subject randomly to the treatment. It is because school principal is not likely to permit researchers to split the class and reform them. He intended me to keep them as intact groups. Furthermore, there is a reason to believe the classes have been composed on some systematic basis. The groups will be given pre-test and post-test, so that we can see the differences or the effects of certain treatments that are given to the students.

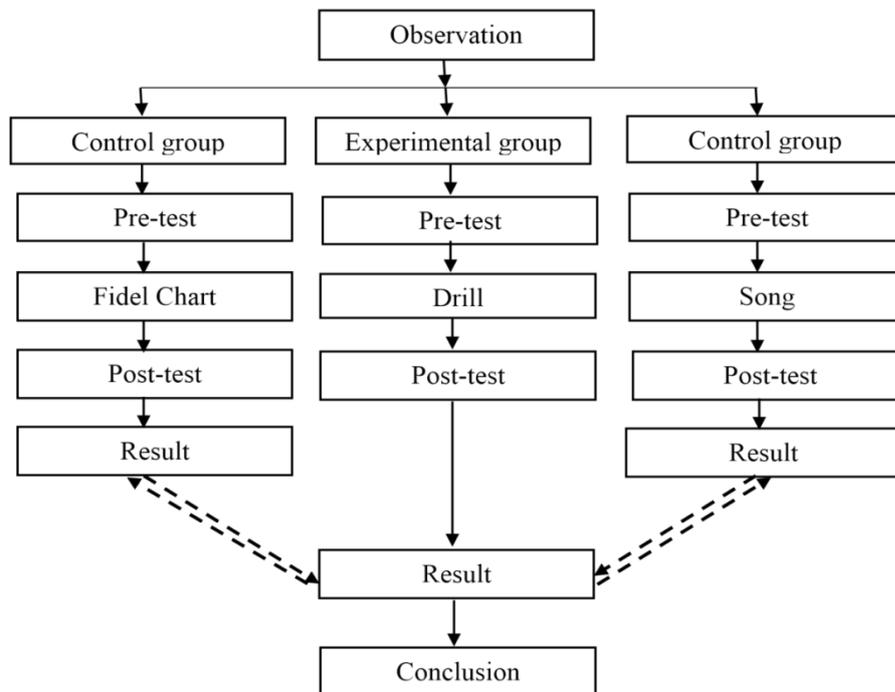
In this research, I will use three groups. They are one experimental group and two control groups. Those three groups will get different treatments. In the experimental class, I will use Audio-Lingual Method. Meanwhile the two control groups will get treatments using different media. The first control group will be taught using Fidel Chart, and the other by using Songs as the media.

2.2.14. Analytical Framework

I held this research to find out whether Audio Lingual Method can be the right way in improving students' pronunciation. Furthermore, I want to revisit this method because the experts said that this method is not relevant anymore.

However, this method is still used for EFL students, even in my college. The steps of this research are showed in this flow chart below.

Figure 2.2 The Flow Chart of the Research Design



← - - - - - → : Comparison

To make this study specific, I am going to give limitation of my study.

This research is limited to the mastery of students' vowel pronunciation of [u], [u:], [e], [æ], [ɔ], [I], [ou] and [ə]. The students are expected to be able to differ [u] from [u:], [e] from [æ], [ou] from [ɔ], [I] from [e], [e] from [ə], and the last is [ei] from [e].

In stating significance, I follow Arikunto's opinion about significance itself. Significance can be got by using in group T_{test} . In group T_{test} is used to analyse the significance experimental group and the second control group using Fidel Charts. Paired samples T_{test} is obtained by calculating the baseline from pre-test mean, and then calculating the mean of post-test. According to Arikunto (2010) whenever the result of T_{test} is higher than the value of T_{table} , we can conclude that the method that is used is significant. Meanwhile the significance of another control group, which the amount of the students are less than thirty, is obtained by using Wilcoxon Signed Ranks Test.

The significance of the students' motivation after getting treatment will be analysed by using Kruskal-Wallis Signed Ranks Test. This is because the amount of the students in the control group that is taught by using songs consists less than thirty students.

CHAPTER III

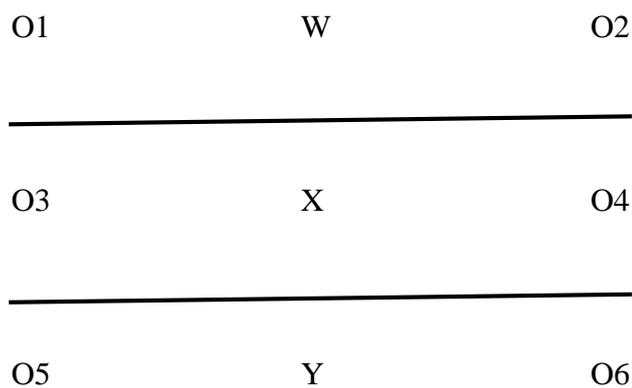
METHOD OF INVESTIGATION

This part consists of research design, subject of the study, instruments for collecting the data, methods of collecting the data, and methods of analyzing the data.

3.1 Research Design

Quasi-experimental research is used to investigate a possible cause-and-effect relationship between two phenomena by exposing one experimental group to one treatment condition. This design is identical to pre-test-post-test control group. The difference is that the subject used is not assigned randomly.

In working with this intact non-equivalent control group, the non-equivalent control group design can be shown below:



where,

O1, O3, O5 : Initial students' ability in vowel pronunciation,

- W : Treatment in teaching pronunciation using Fidel Charts,
- X : Treatment in teaching pronunciation using ALM,
- Y : Treatment in teaching pronunciation using Songs,
- O2 : Students' ability in vowel pronunciation after getting treatment using Fidel Charts,
- O4 : Students' ability in vowel pronunciation after getting treatment using Audio lingual Method
- O6 : Students' ability in vowel pronunciation after getting treatment using Songs

3.2 Subject of the Study

The subject of the study is the eighth grade students of SMPN 32 Semarang in the academic year 2014/2015.

3.2.1 Population

Population is one of the most important things to conduct a research. According to Sugiyono (2014) population is an object or subject with certain characteristics and qualities, which have been determined by the researcher to be studied (p.117).

In hand out of Introduction to Linguistic Research, Saleh (2005), cited from Stallone (2003: 5), states that "A population is a group of individuals that comprise the same certain characteristics that can provide information to answer research question".

Best (1981:8) states that population is any group of individuals that have one or more characteristics in common that are interesting to the researcher. In

addition, according to Arikunto (2010: 130), “A population is the entire subject in a research. It is clear that population are play important role for research. If there is no population, there will be no sample for research.”

Based on the definitions above, it implies that population is a group of object with a certain characteristics that can provide information that is related to research. The population used as the subject in this research is the students of the eighth grade of SMPN 32 Semarang in the academic year 2014/2015. There were eight classes overall.

3.2.2 Sample

In conducting research, it is difficult to make all of the classes to be observed. Therefore, we should conclude the sample of population. Tuckman (in Saleh 2005) states that “A sample is a representative group from a population to serve as respondents.” According to Best (1981), a sample is a small proportion of a population selected for observation and analysis (p. 8).

From the definition above, I conclude that the sample is a small part of population, which are selected for research. The samples of this research are class 8C, 8D, and 8E. For experimental class I used 8C and for the control class I used 8D and 8E. Both of 8D and 8E are given treatment too. 8C is given treatment using Audio Lingual Method. 8D is given treatment using Songs, and the last, 8E using Fidel Chart.

3.3 Sampling Technique

In this research, the sample got by using *The Convenience Sampling Technique*. Convenience sampling is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher.

(<https://learning.uonbi.ac.ke>)

I chose *Convenience Sampling Technique* because certain consideration that the classes of the sample have been set by the school and the writer considered they have same average achievement, ability, and motivation in learning English. Furthermore, the sample has approximately similar amount of students.

3.4 Variables of the Study

Variable is one of the important things in doing a research. According to Saleh in his hand-out, variables of the study or research variables are concepts that have weight or value. Kerlinger (in Arikunto 2010) pointed out that variable is a concept, like man in gender (p. 159).

There are many types of variables. Yet, in this research, I presented two major variables. First, it was dependent variable and independent variable.

3.4.1 Independent Variable

Independent variable is a variable that will influence other variables. The relations or influences of this variable become main discussion. Based on the definition, the independent variable of this study is the different teaching methods using Audio

Lingual Method, Fidel Charts and Songs as the media in teaching vowel pronunciation.

3.4.2 Dependent Variable

Dependent variable is the variable that is influenced by independent variables. Students' ability in pronouncing vowel sound is the dependent variables that will be focus in this study.

3.5 Role of Researcher

The role of the researcher in this research is to produce mutually agreeable outcomes for all participants. The researcher also acts as the planner, teacher, observer, and synthesizer.

3.6 Instruments for Collecting the Data

Doing a research cannot be separated from making or providing instruments. The instruments in this research were intended to measure students' achievement in pronouncing vowel sounds. Arikunto (2010: 149) states that instrument is any kind of tools that are used to collect data during a research. Based on this statement we can see that a research need tools to measure subjects' ability after getting treatment. The instruments which were used for collecting data in this research were Test, and Questionnaire.

3.6.1 Test

As stated by Brown (2004: 3), a test is method of measuring a person's ability, knowledge, or performance in a given domain. In this study, the writer gave two tests to measure students' ability. The first one is pre-test. Pre-test is given by the writer to measure the initial ability of students. Whereas the post-test given to measure improvement of students and to compare the students' ability before and after treatment.

3.6.2 Questionnaire

Arikunto (2010) found "Questionnaire is number of written questions used to get information from respondent" (p.151). I decided questionnaire in this research in order to know students' respond, related to the method I used.

3.7 Procedure of Collecting Data

Procedure of an experiment is the guideline for conducting an experiment. There are five steps in collecting the data. They are:

- 1) Choosing eight grade students of SMPN 32 Semarang as the subject of the study,
- 2) Taking samples from the population as the experimental group and control groups,
- 3) Conducting a pre-test
- 4) Conducting real experiment by giving treatment to experimental group and control groups.

- 5) Conducting a post-test
- 6) Analysing the data
- 7) Concluding the result of study

3.7.1 Pre-test

According to Arikunto (2002), pre-test is a test as an observation before doing an experiment or treatment. Firstly, I came to the class and told them what they were going to do. Then they were given a list of words. Then, they had to pronounce those words one by one. (see appendix 2)

3.7.2 Condition of Pre-test

In this research, pre-test was conducted without conducting a try out. I did not do the try out because this test is different from the other tests. This test is just a pronunciation test in a form of some words. There are 30 words tested and the students had to read those word. Therefore, I did not do the try out; I just had to make sure that the words could be read by the students.

3.7.3 Treatments

The treatments were done in five meetings after the pre-test. The text, Songs' lyrics of fables, were given to the students and then the students were asked to read them together. After that, the researchers do the treatment. For the experimental group, the class was taught with drill and the researcher was the model of the drill. Meanwhile, the control groups are taught using songs and Fidel Charts.

3.7.4 Post-test

The post-test will be given after conducting pre-test and treatments. It is done in order to know students achievement after giving treatments. In the post-test students are given some words in the pre-test. So that, we can see the differences before and after getting the treatments.

3.8 Procedure of Analysing the Data

The data was analyzed by doing these following steps. They are:

1. listening to recording files,
2. checking the students' pronunciation by using words transcription,
3. scoring the students' pronunciation by using scoring rubric, and
4. categorizing the students' pronunciation ability

3.8.1 Scoring Rubric

Since this study deals with pronunciation, especially in a production of the segmental phonemes (vowels) of the target language, students' accuracy in pronunciation were analysed. The scoring scale suggested is from Test of Spoken English (TSE). According to Brown (2004), TSE incorporated with a rating scale for pronunciation and fluency. In this study, I used the rating scale for pronunciation with some adjustment. The rubric can be drawn as follows:

Table 3.1.
Pronunciation scoring

Pronunciation	
Score	Explanation
5	Phonetically Correct, Almost error free, Awareness of Accent

4	Comprehensible, generally correct, occasional error
3	Frequent errors that confuse listener
2	Many errors that interfere with comprehensibility
1	Most utterance contain errors, incomprehensible.

There will be thirty words and maximum score for each word is five. The score of each number will be added to get the total number 150 for the maximum score, then multiple it with 100, as follows:

$$\text{Student's score} = \frac{\sum \text{pronunciation score}}{150} \times 100$$

3.8.2 Level of Achievement

For level of achievement, I determined the students' success with the standard of English Pronunciation. There are so many kinds of criterion of mastery level. However, I chose to use the criterion of mastery level based on the curriculum 2004 although in the school curriculum is based on curriculum 2006. I chose this criterion because based on my opinion, this criterion is closer to being fair and also has a clear explanation of mastery level. There are five types of mastery level. They are:

Table 3.2 Scoring Criteria

Score	Criteria
85-100	A (Excellent)
72-84	B (Good)
60-71	C (Average)
50-59	D (Poor)
0-49	E (Fail)

3.9 Technique of Reporting Data

There are three groups in this research. First group consists of thirty-two students. Second group consists of twenty-nine students and the last group consists of thirty students. Based on the amount of the students, I analysed the result of the experiment by using in group T_{test} formula to compare the first and the third group. Whereas the second group was analyzed by using Wilcoxon Signed Rank Test because the first and the third group were distributed normally, and the second group was not. The second group was not distributed normally, because the amount of students in the second group, Songs Group, consisted less than thirty. T_{test} used is Paired-Sample T-test. This test was done to know whether there are any significant difference of pronunciation achievements between experimental group(first group) and control groups (the third group) before and after getting treatment.

If the t value is higher than the t table, it implies that there is a significant difference between pre-test and post-test of experimental group and control groups.

The formula of paired sample t-test in Sugiyono (2013:122) as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left(\frac{s_1}{\sqrt{n_1}} \right) \left(\frac{s_2}{\sqrt{n_2}} \right)}}$$

in which,

t : t- value,

X₁ : pre-test mean score,

X₂ : post-test mean score,

S₁₂ : Variance before getting treatment,

S₂₂ : Variance after getting treatment,

S₁ : standard deviation before getting treatment,

S₂ : standard deviation after getting treatment,

n₁ : the number of the students before getting the treatment,

n₂ : the number of the students after getting the treatment, and

r : correlation.

In-paired t_{test} should be done for the first and the third group. That is experimental group and the control group using Fidel Chart. Whereas, because the amount of second group using Songs is less than thirty, I used Wilcoxon Signed Rank Test. The formula of Wilcoxon-Signed Rank Test in Sugiyono (2013:137) as follows:

$$Z = \frac{T - \bar{T}}{\sigma T} ;$$

Where,

T : the sum of the ranks for the selected genes,

μ_T : the average rank sum expected if the genes are chosen randomly, and

σ_T : the variance in the rank sum.

The Average Rank Sum is calculated using the following formula:

$$\mu_T = \frac{n_1(N+1)}{2};$$

where,

N : the total number of genes, and

n_1 : the number of selected genes.

Meanwhile the variance in rank sum is calculated using the following equation:

$$\sigma_T = \sqrt{\frac{n_1(N-n_1)}{12} \left(N+1 - \frac{\sum_{j=1}^k t_j(t_j^2-1)}{N(N-1)} \right)};$$

in which,

N : the total number of genes,

n_1 : the number of selected genes,

k : the number of tied groups (e.g. tied ranks), and

t_j : the number of tied observations in the j^{th} group.

The Wilcoxon-Signed Rank test is used to know whether the pronunciation's ability of experimental group increased significantly compared to the control groups or not.

For the analysis of students' motivation in learning English, the writer used Kruskal-Wallis Test because the three groups have independent variables. The formula of Kruskal-Wallis Test in Sugiyono (2013:219) as follows:

$$H = \frac{12}{N(N+1)} \sum_{j=1}^k \frac{R_j^2}{n_j} - 3(N+1) ;$$

where,

N : the number of rows in the table,

k : the number of column, and

R_j : the number of ranks in the column.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION OF RESEARCH FINDING

This chapter dealt with the pre-test administration, treatment activities, post-test administration, scoring system and analysis of the data. The results of the data analysis or overall analysis of the study would be presented in the end of this study.

In this experimental research, the use of Audio-Lingual Method was applied to improve the students' pronunciation ability. To know the effectiveness of this method I used two control groups. The first control group used songs as the media, and another group used Fidel Chart. The treatment using these method and media involved five meetings on each method. Before doing the treatment, pre-test should be conducted to know the students' initial ability.

4.1 Pre-test Administration

Before giving treatment to the students, it is important to know the students' initial ability first. Knowing the students ability could be done by conducting pre-test. The Pre-test in this research done in the first meeting at 5th, and 6th of March 2015. In the pre-test, the students were asked to read thirty words. Those thirty words were the words that would be used in the treatment. When the students read the words, I recorded the students' pronunciation by using *Audacity* program.

I recorded the students' pronunciation one by one using *Audacity* program. Unfortunately in the experimental group, headset did not work. As a backup plan, I used mobile phone to record the students' pronunciation. Meanwhile in the recording of control groups, the headset worked well. Overall, pre-test recording could be done well.

4.2 Treatment Activities

In this part, I will explain about the treatment activities in the experimental group using ALM, control group using songs, and the control group using Fidel Charts.

4.2.1 Experimental Group using ALM

In the experimental group, the students were given a treatment using drills. The drills used are backward-build up (expansion) drill, repetition drill, chain drill, single-slot substitution drill, multiple slot substitution drill, transformation drill and question-and-answer drill.

The treatments were done in five meetings. The materials I used are in the form of songs' lyrics. Those five songs' lyrics are narrative fables songs by Aesop's Fables Songs. I chose fables songs' lyrics because I had to adjust my material to the school syllabus material, so my research's materials were relevant to the materials in the syllabus.

I did not change the form of the lyrics into dialogues because I wanted to make sure that the material given to the experimental group and control groups are similar material. In the first treatment, the students still made mistakes in pronouncing some words. I tried to correct the students' pronunciation by

repeating that words. When I corrected their friends, they gave more attention and trying to correct their mistakes by themselves too. I also gave reinforcement to the students not only when they were be able to correct their mistakes and pronounce the words accurately, but also when they mispronounced them.

In the second treatment, the students were getting used to learning using drills. I did the same pattern in every meeting, but I gave different material. When they made a mistake, I tried to correct them. However, I also gave opportunity to the other students to correct their friends' pronunciation first. I gave them opportunity to correct their friends' pronunciation in order to know their improvement in pronunciation.

In the third treatment, I do the same pattern in order to make the students remember the pattern. In the fourth treatment, the students had already known the pattern, so the treatment could be done well.

In the last treatment, the students gave their best performance in drilling. They enjoyed the drilling. Overall, the research process went well. I used all drills in audio-lingual method. However, sometimes I could not use all drills in a meeting. It is because in some occasion I should emphasize on certain words that students found it difficult to pronounce it. Therefore, in some meetings I just used some of the drills.

4.2.2 Control Group using songs

In control group using songs, I gave the treatment using songs in five meetings. The materials or songs given are same with the material of the others group. I

started the lesson by asking the students to read the lyrics in choral. It was to know their initial pronunciation abilities before getting the treatment. After that, I played the song and asked the students to pay their attention to the song's pronunciation. Then, I asked the students to read the lyrics again. I repeated the songs until the students knew how to pronounce it. I also asked the students to sing the songs together. My expectation is that by singing those songs together, the students were able to pronounce those words well.

In the third meeting, the students asked me to change the songs. They asked me to use popular songs instead of fables songs. I thought they were more interested in singing popular songs than singing fables song. The students also found it difficult to pronounce some words. To overcome their difficulties, I asked the students to list some difficult words, and then I wrote their "difficult words" on the whiteboard. After that, I asked them to focus on those words. In addition, I played the songs with pauses in some parts, so the students were able to learn how to pronounce it more detail. Finally, the students could understand how to pronounce the words better.

4.2.3 Control Group Using Fidel Charts

In conducting my research in control group, I gave the treatment using Fidel Charts in five meetings. The lesson was started with reading the lyrics together first, and then I explained about the Chart; how to read that charts, and gave them example how to produce vowels sounds. After that, they tried to produce that sounds by themselves. Actually, in silent way method, I should give the example

once, but I thought that I should give them example more than once. It is because I considered about age and their ability in English. Therefore, I gave them examples how to produce vowel sounds three times. Next, after giving examples, I asked them to read some words in that chart. I asked the students to focus on the colour.

After finishing their reading, I gave them time to do peer assessment. In doing peer assessment, I observed the students' work, led them to recognize their mistakes, and tried to make them correct their mistakes by themselves. Reinforcement was needed to make the students more interested in learning pronunciation.

I did the same pattern in every meeting. Overall, the students were excited enough in learning using colour in Fidel Charts.

4.3 Post-test

Post-test in my research was done in the last meeting. The post-test conducted in the seventh meeting of research; March 29th, 2015. In the post test, the students should read some words. The materials of the post-test is the same with the pre-test material. It aims to know the students' improvement in pronunciation after getting treatments.

4.4 Scoring System

In this experimental research the students' pronunciation were scored by three raters. Based on the curriculum 2004, the three raters scored the students

pronunciation and classified the students' ability into five types of mastery level.

They are:

Table 4.1
Scoring Criteria

Score	Criteria
85-100	A (Excellent)
72-84	B (Good)
60-71	C (Average)
50-59	D (Poor)
0-49	E (Fail)

To know the raters' agreement in scoring the students' pronunciation, Fleiss' Kappa test should be done to the score from three raters. This is an example of Fleiss Kappa test calculation to Songs Group's pre-test:

Figure 4.1

Fleiss Kappa Test for Control Group using Songs

Fleiss Kappa
Number of cases size = 29
Number of raters or instruments=3
Minimum score = 2
Maximum score = 4

Table subjects(rows) by scores(cols)				
	2	3	4	
1	0	3	0	
2	0	0	3	
3	0	3	0	
4	0	0	3	

5	0	0	3
6	0	2	1
7	3	0	0
8	3	0	0
9	0	3	0
10	0	3	0
11	0	2	1
12	0	2	1
13	0	3	0
14	0	0	3
15	0	3	0
16	3	0	0
17	0	3	0
18	0	0	3
19	0	3	0
20	0	3	0
21	0	3	0
22	0	0	3
23	0	3	0
24	3	0	0
25	0	3	0
26	0	3	0
27	0	3	0
28	0	3	0
29	0	3	0

Fleiss Kappa for 3 raters = 0.8717 SE = 0.0810
95% CI = 0.7129 to 1.0304

Based on the data above, we can see that the Fleiss Kappa test score for the three raters is 0.8717. When the score of Fleiss Kappa test is more than 0.8, the score is considered as near complete agreement. It implies that the three raters had a clear agreement in scoring the students pronunciation and then we can use these scores to compare the students' ability.

4.5 Results of the Data Analysis

In this section, I will present the pre-test score analyses of experimental and control groups. After that, the analysis of the students' motivation questionnaire will be explained.

4.5.1 Pre-test Analysis

In this section, I will describe about the students pre-test score from the three rater before getting treatment. The first one is the pre-test score of the experimental group. Then, the pre-test of control group using Songs and the last is the pre-test of the control group using Fidel Charts.

4.5.1.1 Experimental Group

The pre-test mean score of the experimental group, 67, shows that the students' initial ability is considered as the students of average ability. Twenty seven students are included into the students of average ability, and the others are considered having good pronunciation ability. The pre-test average scores from the three raters are varied. The highest score of the average score from the three

raters is 82 and the lowest score is 61. Here is, the pre-test data score of the experimental group

Table 4.2
Pre-test Score of Experimental Group

No	Students' Code	Score			Average
		Rater 1	Rater 2	Rater 3	
1	E-01	81	83	82	82
2	E-02	68	70	69	69
3	E-03	68	72	70	70
4	E-04	68	72	70	70
5	E-05	69	72	71	71
6	E-06	61	65	62	63
7	E-07	65	65	67	66
8	E-08	60	63	61	61
9	E-09	65	68	67	67
10	E-10	59	63	61	61
11	E-11	60	62	61	61
12	E-12	71	73	72	72
13	E-13	68	71	69	69
14	E-14	71	74	72	72
15	E-15	63	67	64	64
16	E-16	65	67	67	66
17	E-17	60	62	62	61
18	E-18	60	62	62	61
19	E-19	63	65	65	64
20	E-20	71	72	71	71
21	E-21	65	67	67	67
22	E-22	65	67	67	66
23	E-23	63	65	65	64
24	E-24	73	75	74	74
25	E-25	65	67	67	66
26	E-26	65	67	67	67
27	E-27	63	65	65	64
28	E-28	63	65	65	64
29	E-29	60	63	62	62
30	E-30	63	65	64	64
31	E-31	60	61	61	61
32	E-32	73	75	75	74
	Mean				67

Based on the data above, we can see that the mean score of pre-test from experimental group is 67. According to the criterion based on curriculum 2004 in

the previous chapter, the students of experimental group are considered as the students of average ability. From the data of the first rater, we can classify the students into three groups. They are poor ability, average ability and good ability. One student is included in poor ability, twenty-eight students are included in average ability and the others are included in good ability. The highest score from the first rater is 82 and the lowest score is 59.

From the second rater, we can classify the students into two groups. They are average ability group and good ability. There are twenty-four students are included in average ability and the others are included in good ability. The highest score from the second rater is 83 and the lowest score is 61. Meanwhile, from the third rater data, we can classify the students' ability into two groups too. They are average ability and good ability group. From the third rater, there are twenty-seven students from the average ability group and five students from the good ability group. The highest score from this rater is 82 and the lowest one is 61.

4.5.1.2 Control Group using Songs

The pre-test mean score of control group using songs, 65, shows that the students' initial ability is included into the average ability students. Four students are considered having poor ability in pronunciation, nineteen students are considered having average ability in pronunciation, and the others are considered having good ability in pronunciation.

Table 4.3
Pre-test Score of Control Group using Songs.

No	Students' Code	Score			Average
		Rater 1	Rater 2	Rater 3	
1	C1-01	63	63	61	62
2	C1-02	76	77	75	76
3	C1-03	63	64	62	63
4	C1-04	73	73	72	73
5	C1-05	73	75	73	74
6	C1-06	71	72	70	71
7	C1-07	52	53	54	53
8	C1-08	55	56	55	55
9	C1-09	65	66	65	65
10	C1-10	63	64	63	63
11	C1-11	71	72	71	71
12	C1-12	71	72	70	71
13	C1-13	65	67	65	66
14	C1-14	73	75	73	74
15	C1-15	63	64	63	63
16	C1-16	57	58	56	57
17	C1-17	63	64	63	63
18	C1-18	73	75	73	74
19	C1-19	63	64	63	63
20	C1-20	65	67	65	66
21	C1-21	60	61	60	60
22	C1-22	73	74	73	73
23	C1-23	63	64	63	63
24	C1-24	55	53	57	55
25	C1-25	65	67	65	66
26	C1-26	60	61	60	60
27	C1-27	63	63	64	63
28	C1-28	70	71	67	69
29	C1-29	65	66	65	65
	Mean				65

From the data above, we can see that the average score of the three raters for control group using songs is 65. This score implies that the students of the control group using songs are included into the average ability. From the first rater, we can classify the students score into three groups. They are poor pronunciation ability, average pronunciation ability and good pronunciation

ability. Based on the data above, there are four students who are considered having poor pronunciation ability, nineteen students for average pronunciation ability and six students for good pronunciation ability. The highest score from the first rater is 76 and the lowest score is 52.

From the second rater, we can classify the students' ability into three groups. They are poor pronunciation ability, average pronunciation ability and good pronunciation ability. The data above shows us there are four students included into poor ability group, sixteen students for average ability group and nine students that are included into good ability students. The highest score from this rater is 77 and the lowest score of this group is 53.

Same with the first and the second rater, we can classify the students' ability into three groups too. They are poor ability, average ability and good ability. In the poor ability group, we can find four students are included into this group, twenty students for average ability score and five students for good ability group. Meanwhile, the highest score from the third rater is 75 and the lowest score is 54.

Overall, based on the mean score of the average score from the three raters we can see that students' scores are varied. The highest score, 76, is included into good ability students, and the lowest score, 53, is included into poor ability students

4.5.1.3 Control Group using Fidel Charts

The last is Pre-test score of Control Group using Fidel Charts as the media. The pre-test mean score of control group using Fidel Charts, that is 66, shows us that the students' initial ability from this group is included into the average ability students. Five students are considered having poor ability in pronunciation, eighteen students are considered having average ability in pronunciation, and the others are considered having good ability in pronunciation.

Table 4.4
Pre-test Score of Control Group using Fidel Charts

No	Students' Code	Score			Average
		Rater 1	Rater 2	Rater 3	
1	C2-01	73	77	75	75
2	C2-02	79	82	80	80
3	C2-03	68	72	70	70
4	C2-04	71	75	75	73
5	C2-05	52	57	57	55
6	C2-06	63	66	63	64
7	C2-07	63	67	65	65
8	C2-08	57	61	60	60
9	C2-09	60	65	65	63
10	C2-10	60	63	65	62
11	C2-11	65	69	67	67
12	C2-12	73	74	76	74
13	C2-13	65	69	68	67
14	C2-14	60	63	64	62
15	C2-15	71	73	74	72
16	C2-16	57	61	60	59
17	C2-17	60	64	63	62
18	C2-18	65	69	68	67
19	C2-19	63	67	67	65
20	C2-20	55	59	57	57
21	C2-21	60	64	63	62
22	C2-22	71	75	73	73
23	C2-23	57	61	60	59
24	C2-24	63	66	65	65
25	C2-25	65	68	67	67
26	C2-26	71	72	73	72
27	C2-27	65	69	67	67

28	C2-28	60	64	65	63
29	C2-29	57	61	60	60
30	C2-30	53	57	56	56
	Mean				66

From the table above, we can see that the average score of the three raters for control group using songs is 66. It implies that the students of the control group using songs are included into the average ability.

From the first rater data, we can classify the students score into three groups. They are poor pronunciation ability, average pronunciation ability and good pronunciation ability. Based on the data above, there are seven students who are considered having poor pronunciation ability, twenty students for average pronunciation ability and three students for good pronunciation ability. The highest score from the first rater is 79 and the lowest score is 52.

From the second rater, we can classify the students' ability into three groups. They are poor pronunciation ability, average pronunciation ability and good pronunciation ability. The data above shows us there are three students included into poor ability group, nineteen students for average ability group and eight students that are included into good ability students. The highest score from this rater is 82 and the lowest score of this group is 57.

Same with the first and the second rater, we can classify the students' ability into three groups too. They are poor ability, average ability and good ability. However, in the poor ability group, we can find three students are included into this group, twenty students for average ability score and seven students for good ability group. Meanwhile, the highest score from the third rater is 80 and the lowest score is 56.

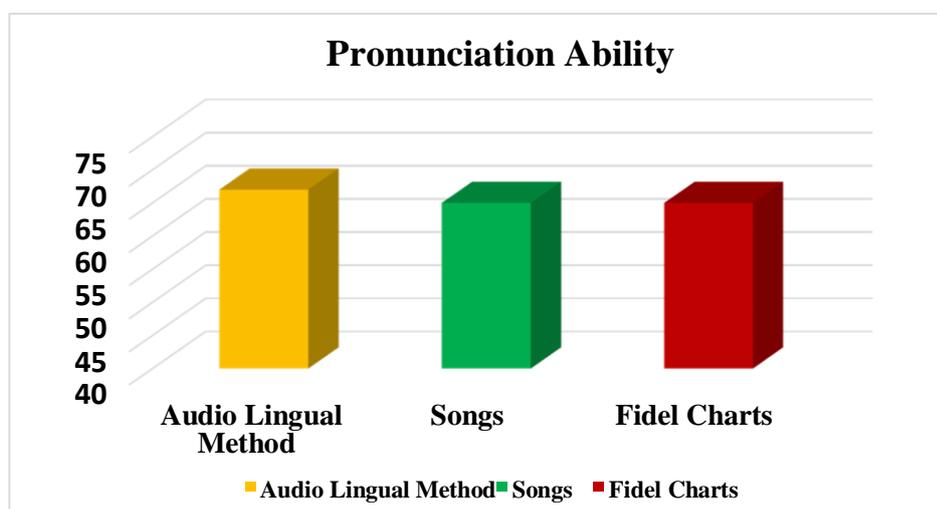
Overall, based on the mean score of the average score from the three raters we can see that students' scores are varied from 55 to 80.

4.5.1.4 Overall Pre-test Analysis

In this section, the pre-test score of the experimental and control groups will be compared in one chart. Chart. 4.1 below shows the score got by each group in the pre-test. The students' initial pronunciation ability from the three groups considered as average ability students. It can be seen from the score of the pre-test. The score implies that the experimental group and control groups have the same initial ability in pronunciation.

Chart. 4.1

Pre-test Score Comparison



From the charts, we can see that experimental group using Audio-lingual Method's score is 67, and the control groups using Songs and Fidel Charts' score

are 65. It implies that their initial ability is similar. However, the experimental group got two points higher than the control groups.

4.5.2. Post-test Analysis

In this section, I will describe about the students post-test score from the three raters after getting treatment. The first one is the post-test score of the experimental group. Then, the post-test of control group using Songs and the last is the post-test of the control group using Fidel Charts.

4.5.2.1. Experimental Group's Post-test Analysis

The first one is the post-test score of the experimental group after getting treatment using Audio Lingual Method. The post-test mean score of the experimental group, 77, and the mean score increased by ten points from 67 to 77 after getting treatment; it is considered as good ability students. Here is the post-test data of experimental group.

Table 4.5
Post-test Score of Experimental Group

No	Students' Code	Score			Average
		Rater 1	Rater 2	Rater 3	
1	E-01	91	92	91	92
2	E-02	83	85	84	84
3	E-03	78	80	79	79
4	E-04	86	87	87	86
5	E-05	83	85	84	84
6	E-06	73	75	73	74
7	E-07	75	77	76	76
8	E-08	68	70	69	69
9	E-09	78	80	79	79
10	E-10	83	84	83	84
11	E-11	63	65	64	64
12	E-12	87	87	87	87

13	E-13	79	81	80	80
14	E-14	80	82	81	81
15	E-15	65	65	66	65
16	E-16	81	83	83	82
17	E-17	57	60	59	59
18	E-18	76	78	77	77
19	E-19	79	80	79	79
20	E-20	75	77	76	76
21	E-21	79	80	79	79
22	E-22	75	77	76	76
23	E-23	79	81	80	80
24	E-24	76	78	77	77
25	E-25	79	80	80	80
26	E-26	71	73	72	72
27	E-27	71	72	72	72
28	E-28	68	69	69	69
29	E-29	62	64	63	63
30	E-30	71	73	72	72
31	E-31	71	71	72	71
32	E-32	84	84	85	84
	Mean				77

These post-test score can be classified into three groups. They are poor ability, average ability and the good ability. In the pre-test twenty seven students are included into the students of average ability, and the others are considered having good pronunciation ability. However, there are some differences in the post-test compared to the pre-test. In the pre-test, there is no students considered in the poor ability level, but in the post-test, only one student that is considered has poor pronunciation ability.

Next is the average ability. There are twenty seven students included in this level before. However, in the post-test we can find only six students included in this ability, and the others is included in the good ability pronunciation. In the pre-test, the higher score is 82 and the lowest score is 60. Meanwhile in the post-test we can find 59 as the lowest score and 92 as the highest score.

Based on the explanation above, it is reasonable to say there is significant improvement in the experimental group's pronunciation ability after getting treatment using Audio Lingual Method.

4.5.2.2 Control Group using Songs' Post-test Analysis

The second one is the post-test analysis of control group using songs as the media. The post-test score for control group using songs as the media implies that there is little improvement in the students' pronunciation ability. The improvement can be seen from the mean score. Compared to the pre-test score, the mean score of post-test increased by two points from 65 to 67. Here is the post-test score of the control group using songs.

Table 4.6
Post-test of Control Group using Songs

No	Students' Code	Score			Average
		Rater 1	Rater 2	Rater 3	
1	C1-01	69	71	71	70
2	C1-02	67	69	69	68
3	C1-03	60	61	62	61
4	C1-04	73	73	70	72
5	C1-05	63	64	63	63
6	C1-06	65	67	66	66
7	C1-07	55	57	54	55
8	C1-08	59	61	60	60
9	C1-09	65	67	66	66
10	C1-10	67	69	69	68
11	C1-11	61	63	61	62
12	C1-12	61	63	63	62
13	C1-13	67	68	69	68
14	C1-14	76	77	76	76
15	C1-15	71	70	72	71
16	C1-16	60	61	60	60
17	C1-17	60	61	60	60
18	C1-18	71	72	71	71
19	C1-19	78	79	81	79

20	C1-20	73	75	75	74	
21	C1-21	60	61	60	60	
22	C1-22	87	87	87	87	
23	C1-23	65	67	67	66	
24	C1-24	54	55	57	55	
25	C1-25	70	69	69	70	
26	C1-26	65	67	66	66	
27	C1-27	71	71	69	70	
28	C1-28	67	69	70	69	
29	C1-29	68	69	68	68	
	Mean					67

Based on the data above, we can find that only two students that are considered having poor pronunciation ability, meanwhile in the pre-test there are four students included in this group. In the post-test data, we can find twenty two students are considered having average ability in pronunciation. However, only nineteen students are considered in this level when the pre-test done.

The last is good ability level. In the good ability level, there are two students included in this level in the pre-test. Nevertheless, in the post-test we can find there are five students considered having good pronunciation ability.

Overall, we can say that there is little improvement of students' pronunciation ability after getting treatment using songs as the media. The scores of the pre-test are varied from 55 to 87.

4.5.2.3 Control Group using Fidel Charts

The last is the post-test analysis of Control Group using Fidel Charts. The mean score of post-test score increased too based on the table above. It increased by two points from 65 become 67. The students' ability in pre-test and post-test can be

classified into three categories. They are poor, average and good. Here is the post-test score of the control group using songs as the media.

Table 4.7
Post-test of Control Group using Fidel Charts

No	Students' Code	Score			Average
		Rater 1	Rater 2	Rater 3	
1	C2-01	68	69	71	69
2	C2-02	57	59	60	59
3	C2-03	71	72	73	72
4	C2-04	73	74	75	74
5	C2-05	55	57	57	56
6	C2-06	68	70	70	69
7	C2-07	71	72	72	72
8	C2-08	57	59	59	59
9	C2-09	65	67	67	67
10	C2-10	65	68	69	67
11	C2-11	68	69	70	69
12	C2-12	81	82	82	82
13	C2-13	73	74	75	74
14	C2-14	73	74	75	74
15	C2-15	68	70	70	69
16	C2-16	65	67	67	66
17	C2-17	57	59	60	59
18	C2-18	59	62	63	61
19	C2-19	60	63	63	62
20	C2-20	64	66	66	65
21	C2-21	57	60	60	59
22	C2-22	71	73	73	72
23	C2-23	57	59	59	59
24	C2-24	68	71	71	70
25	C2-25	68	69	69	69
26	C2-26	76	77	77	77
27	C2-27	68	70	70	69
28	C2-28	60	62	62	61
29	C2-29	63	64	65	64
30	C2-30	55	57	57	56
	Mean				67

From the table above, we can see there are seven students that are included into poor ability students. Meanwhile from the pre-test score, there are only five

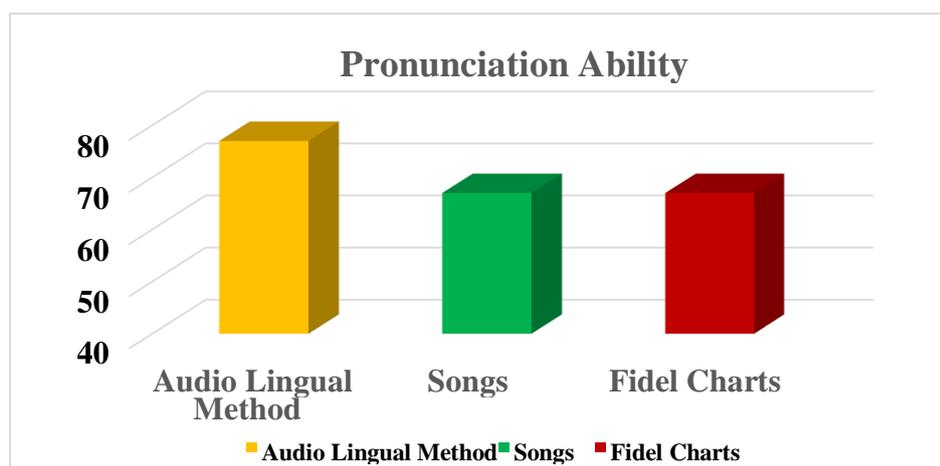
students included in this group. For average ability, there are fifteen students from post-test and there are eighteen students from pre-test. The last is good ability level. In this level, there are eight students from the post-test and seven students from pre-test.

Based on the explanation above, it implies that there is improvement of students' pronunciation ability in general after getting treatment using Fidel Charts as the media.

4.5.2.4 Overall Post-test Analysis

In this part, the post-test score of the experimental and control groups will be compared in one chart. Chart. 4.2 below shows the score got by each group in the post-test after getting treatments.

Chart 4.2
Post-test Score



From the chart 4.2 above, we can see that the students' pronunciation ability improved. After getting treatment, the experimental group's ability

improved from average ability became good ability. Meanwhile the two control groups' are still in the average ability. Although the two groups' mean score improved.

To prove that there is significant improvement of the experimental and control groups. T-test and Wilcoxon-Signed Ranks Test should be done. T-test should be done to Experimental Groups and the Fidel Charts group. Meanwhile the Songs Group should be tested using Wilcoxon-Signed Ranks Test because the number of the students of Songs group consists of less than thirty students.

4.5.3 In-group T-test

In this research, the in-group T-test that should be done is Paired-Samples T-test. Paired-Samples T-test should be done to know whether there are differences after getting treatment or not. Paired-sample T-test should be done to the experimental group and control group using Fidel Chart. Control group using Songs is not tested using Paired-Sample T-test because the number of the students consists of less than thirty students. Before doing Paired-Samples T-test, we should check whether the experimental group and Fidel Charts group are normal or not. Based on the *SPSS* computation on NPar Test, the test distribution for experimental and control group using Fidel Charts is normal. Here is the computation of normality test to the experimental and Fidel Charts group using *SPSS* program:

Table 4.8
One-Sample Kolmogorov-Smirnov Test

		exp_pre	exp_post	fid_pre	fid_post
N		32	32	30	30
Normal Parameters ^{a,b}	Mean	66.6875	76.6250	65.4333	66.7000
	Std. Deviation	4.89527	7.54663	6.11208	6.56611
Most Extreme Differences	Absolute	.146	.124	.132	.137
	Positive	.146	.070	.132	.113
	Negative	-.123	-.124	-.092	-.137
Kolmogorov-Smirnov Z		.826	.699	.724	.750
Asymp. Sig. (2-tailed)		.503	.713	.671	.627

a. Test distribution is Normal.

From the data above, we can see that Asymp. Sig. (2-tailed) in the table 4.8 for pre-test and post-test of Experimental and Fidel Group is more than 0.05. It means that the students' pronunciation ability of the two groups is distributed normally. After knowing that the groups are normally distributed, we can go to the Paired-Samples T-test to know the differences. Before doing Paired-Samples T-test, we should find the Mean, Standard Deviation and Standard Error. The result of Mean, Standard Deviation and Standard Error from SPSS computation shows in the table 4.9 below.

Table 4.9
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	exp_pre	66.6875	32	4.89527	.86537
	exp_post	76.6250	32	7.54663	1.33407
Pair 2	fid_pre	65.4333	30	6.11208	1.11591
	fid_post	66.7000	30	6.56611	1.19880

Based on the data above, we can see that the mean score of Experimental group pre-test is 67 and the mean score of the post-test is 77. The standard deviation of the pre-test score is 4.89 and standard deviation for the post-test is

7.54. The standard error of the pre-test score is 0.87 and standard error for the post-test is 1.33.

Meanwhile the Fidel Charts group's pre-test score is 65 and the post-test score is 67. The standard deviation of the Fidel Charts group in the pre-test is 6.11 and 6.56 for the post-test. The standard error of this group is 1.11 for the pre-test and 1.19 for the post-test. After finding the variance and standard deviation, we can read the paired-sample T-test. The result of paired-sample T-test in SPSS as follows:

Table 4.10
Paired Samples Test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 exp_pre - exp_post	9.93750	5.43547	.96086	-11.89720	-7.97780	-10.342	31	.000
Pair 2 fid_pre - fid_post	1.26667	6.09088	1.11204	-3.54104	1.00771	-1.139	29	.264

In table 4.10, the Sig.(2-tailed) score of experimental group is 0.000. This score is less than 0.05. It means that there is significant differences in the pre-test and post-test in experimental group. Whereas, the Sig.(2-tailed) score of Fidel Charts is more than 0.05, it means there is no significant differences in pre-test and post-test in Fidel Charts group.

Paired Sample T-test in the table 4.10 implies that there is a significant differences in the students' pronunciation ability of experimental group before and after getting the treatment using Audio Lingual Method, t value for paired samples t-test of experimental group is -10.342; $p < 0.05$.

However, there is no significance difference in the students' pronunciation ability of control group using Fidel Charts. The post-test score of the group using Fidel Charts improved also. Based on the post-test data of the two groups, we can see that the score of experimental group is higher than the pre-test data. It means that the use of Audio Lingual Method is more effective than using Fidel Charts.

4.5.4 Wilcoxon-Signed Rank Test

For the other control group, the use of Wilcoxon-Signed Rank Test should be done because the number of the students for this group consist less than thirty students. The computation of Wilcoxon-Signed Rank Test using *SPSS* program is shown below:

Table 4.11
Ranks

		N	Mean Rank	Sum of Ranks
song_post - song_pre	Negative Ranks	10 ^a	14.00	140.00
	Positive Ranks	17 ^b	14.00	238.00
	Ties	2 ^c		
Total		29		

a. song_post < song_pre

b. song_post > song_pre

c. song_post = song_pre

Table 4.11 shows that there are ten students got higher score on pre-test, seventeen students got higher score on post-test, and two students got the same score in their pre-test and post-test. It implies that more than fifty percent of the

students improved their ability of pronunciation after getting treatment using Fidel Charts.

Table 4.12
Test Statistics^b

	song_post - song_pre
Z	-1.180 ^a
Asymp. Sig. (2-tailed)	.238

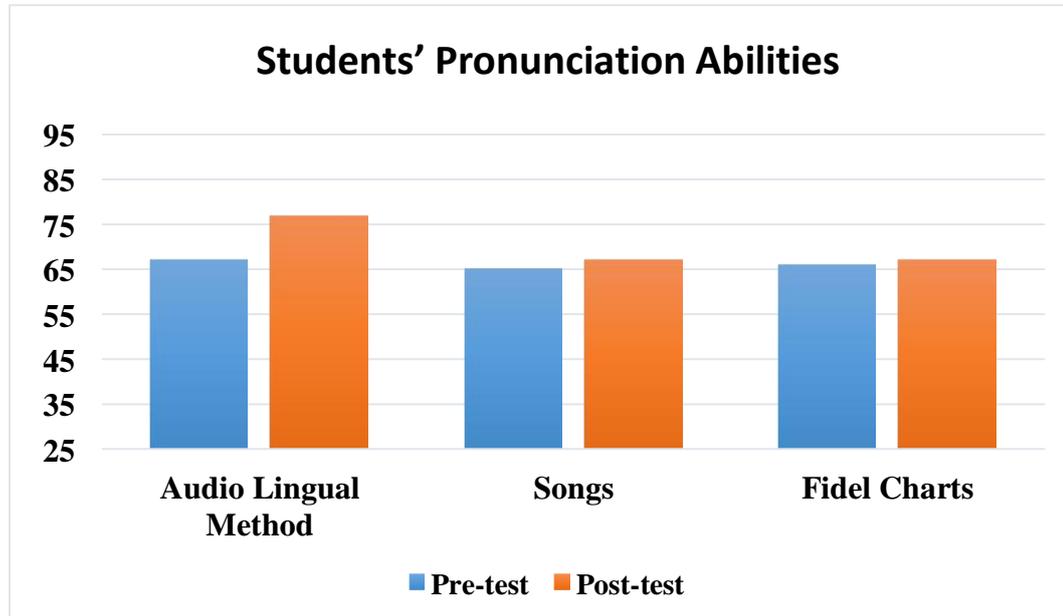
- a. Based on negative ranks.
b. Wilcoxon Signed Ranks Test

Based on the table 4.12, we can see that the z-score is -1.180. When z-score is more than 1.96 or less than -1.96, the differences is significant. Because the z-score is more than -1.96, it means that the differences got by the students after getting treatment using songs is not significant. Furthermore, we can see the score of Asymp. Sig. (2-tailed) is 0.238. This score is more than 0.05, it also implies that the differences got after the treatment using songs is not significant.

4.5.5 Discussion on Difference Test

After doing in-group T-test and Wilcoxon-Signed Rank Test, we can conclude that there are differences between pre-test and post-test group in all groups. However, the improvement of students' pronunciation using Audio-Lingual Method in Experimental group is significant and the control groups are not significant. The differences of the improvement will be presented in the chart 4.3 below:

Chart 4.3
Comparison of Pre-test and Post-test



Based on chart 4.3 above, we can see that the improvement of students' pronunciation ability from experimental group is higher than the improvement of the students' pronunciation ability from control groups. It can be inferred that the use of Audio-Lingual Method is more effective than the use of songs and Fidel Charts as media in teaching pronunciation.

4.5.6 Motivation Questionnaire Analysis

The second goal of this research is to know the students' motivation in learning English after getting treatment. Did the treatments affect the students' motivation or not? Did the treatment used improve the students' interest or not? It is important to know the students motivation after getting treatment. Based on this questionnaire, we can decide which method that is more effective and interesting for students.

4.5.6.1 Experimental Group

In this section, I will present the post-test questionnaire and the data of the motivation questionnaire from experimental group. The questions in the motivation questionnaire as follows:

- Q₁ : Apakah kamu menyukai belajar Bahasa Inggris dengan metode yang saya ajarkan? / Did you like learning English with the method that I used?
- Q₂ : Apakah belajar pengucapan (pronunciation) dalam bahasa Inggris penting untuk kamu? / Is learning English pronunciation important for you?
- Q₃ : Apakah belajar pengucapan (pronunciation) dalam bahasa Inggris dengan metode yang saya gunakan menyenangkan untuk kamu? / Was learning English pronunciation using the method I used fun for you?
- Q₄ : Apakah kegiatan belajar pengucapan yang saya ajarkan selama ini menambah kesukaankamu dalam Bahasa Inggris? / Did the pronunciation learning activity that I taught increase your interest in English?
- Q₅ : Apakah kosa kata yang diujikan sulit diucapkan? / Were the vocabularies tested difficult to be pronounced?
- Q₆ : Apakah kata-kata yang diujikan pernah diajarkan sebelumnya tapi kamu masih mengalami kesulitan dalam mengucapkannya? / Did the words tested have ever been taught before, but you still find it difficult to pronounce?

The data of Experimental Group's motivation questionnaire after getting treatment as follows:

Table 4.13
Post-test Motivation Questionnaire of Experimental Group (ALM)

No	Students' Code	Score						Total point	Average
		Q ₁	Q ₂	Q ₃	Q ₄	Q ₅	Q ₆		
1	E-01	3	4	2	3	2	2	16	2.67
2	E-02	3	4	3	3	2	2	17	2.83
3	E-03	4	4	4	4	3	2	21	3.50
4	E-04	3	4	4	4	4	4	23	3.83
5	E-05	3	4	4	4	2	2	19	3.17
6	E-06	3	3	3	4	3	2	18	3.00
7	E-07	3	4	3	4	3	2	19	3.17
8	E-08	4	3	3	3	2	2	17	2.83
9	E-09	4	4	4	4	3	2	21	3.50
10	E-10	4	3	3	3	2	2	17	2.83
11	E-11	4	4	3	4	2	1	18	3.00
12	E-12	4	4	3	4	2	1	18	3.00
13	E-13	4	4	4	4	4	2	22	3.67
14	E-14	3	3	3	3	3	3	18	3.00
15	E-15	3	4	3	4	3	2	19	3.17
16	E-16	3	3	3	4	3	2	18	3.00
17	E-17	2	3	3	3	2	2	15	2.50
18	E-18	4	4	4	3	3	2	20	3.33
19	E-19	4	4	3	4	4	3	22	3.67
20	E-20	3	4	3	4	3	2	19	3.17
21	E-21	3	3	3	4	3	2	18	3.00
22	E-22	4	4	3	4	3	2	20	3.33
23	E-23	3	3	3	4	3	2	18	3.00
24	E-24	4	4	3	4	3	2	20	3.33
25	E-25	3	3	3	4	3	2	18	3.00
26	E-26	4	4	4	4	3	1	20	3.33
27	E-27	3	4	3	4	3	2	19	3.17
28	E-28	3	3	3	4	2	2	17	2.83
29	E-29	3	4	3	4	2	2	18	3.00
30	E-30	3	3	3	4	2	2	17	2.83
31	E-31	3	4	3	4	3	2	19	3.17
32	E-32	4	4	4	4	3	2	21	3.50
	Mean								3.14

From table 4.13, we can see that the average of students' motivation score in learning English after getting treatment using Audio Lingual method is 3.14, and this score is more than 3.00. When the score of the motivation questionnaire is more than 2.00, it means that the students' motivation is high. In addition, we can see the lowest score of the experimental group is 2.50 and the highest score is 3.83. It is reasonable to say that the students are motivated in learning English after getting treatment using Audio-Lingual Method.

4.5.6.2 Control Group using Songs

In this part, I will explain about the post-test questionnaire for control group using songs and the data of post-test motivation questionnaire of control group using songs as the media. The questions in the post-test questionnaire are:

- Q₁ : Apakah kamu menyukai belajar Bahasa Inggris dengan metode yang saya ajarkan? / Did you like learning English with the method that I used?
- Q₂ : Apakah belajar pengucapan (pronunciation) dalam bahasa Inggris penting untuk kamu? / Is learning English pronunciation important for you?
- Q₃ : Apakah belajar pengucapan (pronunciation) dalam bahasa Inggris dengan metode yang saya gunakan menyenangkan untuk kamu? / Was learning English pronunciation using the method I used fun for you?
- Q₄ : Apakah kegiatan belajar pengucapan yang saya ajarkan selama ini menambah kesukaan kamu dalam Bahasa Inggris? / Did the pronunciation learning activity that I taught increase your interest in English?

Q₅ : Apakah kosa kata yang diujikan sulit diucapkan? / Were the vocabulary tested difficult to be pronounced?

Q₆ : Apakah kata-kata yang diujikan pernah diajarkan sebelumnya tapi kamu masih mengalami kesulitan dalam mengucapkannya? / Did the words tested have ever been taught before, but you still find it difficult to pronounce?

The data of post-test questionnaire from control group using songs, as follows:

Table 4.14
Post-test Motivation Questionnaire of Control Group (Songs)

No	Students' Code	Score						Total point	Average
		Q ₁	Q ₂	Q ₃	Q ₄	Q ₅	Q ₆		
1	C1-01	3	3	3	2	2	2	15	2.50
2	C1-02	3	4	3	4	3	2	19	3.17
3	C1-03	4	4	3	4	3	2	20	3.33
4	C1-04	3	4	3	4	3	2	19	3.17
5	C1-05	3	3	3	3	3	2	17	2.83
6	C1-06	3	4	3	3	3	2	18	3.00
7	C1-07	3	3	3	4	3	2	18	3.00
8	C1-08	3	3	3	3	3	2	17	2.83
9	C1-09	3	3	3	3	3	2	17	2.83
10	C1-10	3	4	3	4	3	2	19	3.17
11	C1-11	3	3	3	4	3	2	18	3.00
12	C1-12	3	2	3	3	2	2	15	2.50
13	C1-13	3	3	2	3	2	2	15	2.50
14	C1-14	3	4	3	4	3	2	19	3.17
15	C1-15	4	4	3	4	3	1	19	3.17
16	C1-16	4	4	3	4	3	3	21	3.50
17	C1-17	4	4	3	4	3	2	20	3.33
18	C1-18	3	3	3	3	3	2	17	2.83
19	C1-19	3	3	3	3	3	2	17	2.83
20	C1-20	3	3	3	3	3	2	17	2.83
21	C1-21	3	3	3	3	3	2	17	2.83
22	C1-22	3	3	3	3	2	2	16	2.67
23	C1-23	3	3	3	3	3	2	17	2.83
24	C1-24	3	4	3	4	3	1	18	3.00
25	C1-25	3	3	3	4	3	2	18	3.00
26	C1-26	3	4	3	3	3	2	18	3.00
27	C1-27	3	4	3	4	3	2	19	3.17
28	C1-28	4	4	3	4	3	1	19	3.17

29	C1-29	3	3	3	3	3	2	17	2.83
	Mean								2.97

In the post-test questionnaire, we can see that the students' motivation in learning English after getting treatment is 2.97. Because this score is more than 2.00, this score considered as high motivation score. The lowest score of the post-test questionnaire is 2.50 and the highest score is 3.50. The data above inferred that students' motivation in learning English after getting treatment using songs is high.

4.5.6.3 Control Group using Fidel Charts

The last is the post-test motivation questionnaire of the Control group using Fidel Charts as the media. First, I will present the post-test questionnaire after getting treatment using Fidel Charts. The questionnaire as follows:

- Q₁ : Apakah kamu menyukai belajar Bahasa Inggris dengan metode yang saya ajarkan? / Did you like learning English with the method that I used?
- Q₂ : Apakah belajar pengucapan (pronunciation) dalam bahasa Inggris penting untuk kamu? / Is learning English pronunciation important for you?
- Q₃ : Apakah belajar pengucapan (pronunciation) dalam bahasa Inggris dengan metode yang saya gunakan menyenangkan untuk kamu? / Was learning English pronunciation using the method I used fun for you?
- Q₄ : Apakah kegiatan belajar pengucapan yang saya ajarkan selama ini menambah kesukaan kamu dalam Bahasa Inggris? / Did the pronunciation learning activity that I taught increase your interest in English?

Q₅ : Apakah kosa kata yang diujikan sulit diucapkan? / Were the vocabulary tested difficult to be pronounced?

Q₆ : Apakah kata-kata yang diujikan pernah diajarkan sebelumnya tapi kamu masih mengalami kesulitan dalam mengucapkannya? / Did the words tested have ever been taught before, but you still find it difficult to pronounce?

Then, the data of the post-test questionnaire as follows:

Table 4.15
Post-test Motivation Questionnaire of Control Group (Fidel Charts)

No	Students' Code	Score						Total point	Average
		Q ₁	Q ₂	Q ₃	Q ₄	Q ₅	Q ₆		
1	C2-01	3	3	3	3	3	2	17	2.83
2	C2-02	3	3	3	3	3	2	17	2.83
3	C2-03	3	3	3	4	3	2	18	3.00
4	C2-04	3	3	3	3	3	3	18	3.00
5	C2-05	3	3	3	3	3	2	17	2.83
6	C2-06	3	4	3	3	3	2	18	3.00
7	C2-07	4	3	3	4	2	2	18	3.00
8	C2-08	3	3	3	3	3	2	17	2.83
9	C2-09	3	3	3	3	3	2	17	2.83
10	C2-10	3	3	3	4	3	3	19	3.17
11	C2-11	3	3	3	4	3	2	18	3.00
12	C2-12	3	4	3	4	3	3	20	3.33
13	C2-13	3	3	3	3	3	1	16	2.67
14	C2-14	3	3	3	3	3	2	17	2.83
15	C2-15	3	3	3	3	3	2	17	2.83
16	C2-16	3	3	3	3	3	2	17	2.83
17	C2-17	3	3	3	3	4	2	18	3.00
18	C2-18	3	4	3	4	3	2	19	3.17
19	C2-19	3	3	3	3	3	2	17	2.83
20	C2-20	3	3	4	3	2	3	18	3.00
21	C2-21	3	3	3	4	3	2	18	3.00
22	C2-22	4	4	4	4	3	2	21	3.50
23	C2-23	3	2	2	3	1	2	13	2.17
24	C2-24	3	4	3	3	3	3	19	3.17
25	C2-25	3	4	3	3	2	2	17	2.83
26	C2-26	3	4	3	3	4	2	19	3.17
27	C2-27	3	3	3	3	3	2	17	2.83

28	C2-28	3	3	3	3	3	1	16	2.67
29	C2-29	3	3	3	3	2	2	16	2.67
30	C2-30	3	4	3	4	3	2	19	3.17
	Mean								2.93

From the data above, we can see that the lowest score is 2.83 and the highest score is 3.17. In general, the mean score of students' motivation in learning English is 2.93. This score is more than 2.00 and this score is considered as high in motivation. Overall, this score implies that the students' motivation after getting treatment using Fidel Charts is high.

4.5.7 Kruskal-Wallis Test and Overall Result of Questionnaire

Kruskal-Wallis test is needed to prove the students' motivation after getting the treatments. Kruskal-Wallis test is used because there are three groups with three independent variables. The computation of Kruskal-Wallis Test to the post-test questionnaire of the three groups using *SPSS* is shown below.

Table 4.16

Ranks

	Method	N	Mean Rank
Motivation	ALM	32	56.33
	Songs	29	42.28
	Fidel	30	38.58
	Total	91	

From the table 4.16 we can see that the mean rank of Experimental group using ALM is higher than the mean rank of control groups using Songs and Fidel

Charts. After knowing the mean rank of each group, we can see the Kruskal-Wallis test in the table 4.17.

Table 4. 17

Test Statistics ^{a,b}	
	Motivation
Chi-square	8.207
Df	2
Asymp. Sig.	.017

a. Kruskal Wallis Test

b. Grouping Variable: Method

Based on the computation of table 4.17 above, we can see that the Asymp. Sig. of the three group is 0.017. It means that there is a significant differences or improvement because the Asymp. Sig. is 0.017 is less than 0.05. This score implies that there are differences of motivation of the experimental and control groups. Audio Lingual Method group or experimental group got the highest motivation score. The overall result of post-test motivation questionnaire score will be presented below:

Figure. 4.8.
Overall Result of Post-test Motivation Questionnaire

ALM	: 3.14
Songs	: 2.97
Fidel Charts	: 2.93

The motivation score of the experimental group is 3.14, Songs group is 2.97, and the Fidel Charts group is 2.93. Based on the data of questionnaire above implies that Audio Lingual Method use in the experimental group is more interesting than the other method. It is because the experimental group got higher motivation score compared to the other treatment.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter dealt with the conclusion drawn from the study that had been conducted and some suggestions related to the study and English language teaching in the future.

5.1 Conclusion

The first question of this study is whether ALM improves students' accuracy in pronouncing or not. Based on the results of data interpretation on the previous chapter, I came to conclusions that the use of Audio-Lingual Method in teaching pronunciation improves the students' accuracy in pronunciation. This method is also more effective than the other method using songs and Fidel Charts as media. The data showed that the mean score of the students of experimental group who were taught by using Audio Lingual Method is higher than the other control groups using Songs and Fidel Charts as the media. It could be proven by looking from the students' pre-test and post-test score. The experimental group pre-test score is 67 and the post-test score of this group is 77. It means that the experimental group's score improved by ten points. Meanwhile, the mean score of Songs group improved by two points from 65 to 67. The mean score of the other control group using Fidel Charts as media improved by one point from 66 to 67.

Based on the paired-sample T-test, we can see that the experimental group's sig. (2-tailed) score is 0.00. Because this score is less than 0.05, it means

that there is significant differences in the pre-test and post-test in experimental group. The other group that is tested using paired sample T-test is Fidel Charts group. Fidel Charts group's sig. (2-tailed) score is 0.264. This score is more than 0.05, it means there is no significant differences in pre-test and post-test in Fidel Charts group.

Meanwhile based on the Wilcoxon-Signed Rank Test, we can see that the control group using Songs as the media's z-score is -1.180 and the asymp. Sig. (2-tailed) is 0.238. This score implies that the differences got after the treatment using songs is not significant.

The second question of this study is how the students perceive the Audio Lingual Method. This question aims to know the students motivation in learning pronunciation after treatments. The result of this study showed that the students' motivation in learning English after getting treatment using ALM is higher than the students' motivation that are taught by using Songs and Fidel Charts as the media. The students' motivation score in Experimental Group is 3.14, 2.97 for Songs group and 2.93 for Fidel Charts group. It implies that the use of Audio Lingual Method in teaching pronunciation is more interesting than the other methods.

The Kruskal-Wallis test done to the three groups showed that the asymp. Sig(2-tailed) score is 0.017. This score is less than 0.05, and it means that there is significant differences in students' motivation after getting treatments.

In short, the use of Audio-Lingual Method in teaching pronunciation to Junior High School students is more effective and interesting compared to the

other methods. It is because learning English pronunciation by using drills in Audio Lingual Method provides good environment for the students to make them get used to pronounce accurately.

5.2 Suggestions

Pronunciation has an important role in spoken language. Pronunciation affects meaning and also affects estimations of a speaker credibility and abilities. That's why pronunciation becomes a big deal in learning English. Departing from the conclusion that has been drawn, I would like to recommend some suggestions. These suggestions in order to improve the pronunciation teaching and learning process.

The first, I suggest that the students should practice more in pronouncing English words, so that their pronunciation ability improved. They can use Audio Lingual Method in practicing. By using Audio-Lingual Method, the students will be get used to pronouncing accurately. Not to mention, they should also consult their difficulties in pronunciation to the teachers.

Secondly, I suggest that the teacher should give more emphasis to pronunciation. Because as well as we know that most of the school give little attention to pronunciation. Furthermore, the teachers can use Audio-Lingual Method as an alternative method to teach pronunciation, because the Audio-Lingual Method aims to change the students' bad habit in pronunciation.

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APPENDIX 1A

LIST OF STUDENTS' NAME OF EXPERIMENTAL GROUP

No	Students' Name	Students' Code
1	Ahmad Faisal Yunianto	E-01
2	Aina Naziha	E-02
3	Alma Devananda	E-03
4	Annisa Rahmasari	E-04
5	Atika Daulia	E-05
6	Calvin William Aditama	E-06
7	Edithazzaria Galuh S	E-07
8	Ghania Sari Floppy R	E-08
9	Gusti Qonita Rahmania	E-09
10	Hasna Kharisma	E-10
11	Irfan Febriansyah Manalu	E-11
12	Ivana Lois Dianawati	E-12
13	Kevin Nathanael	E-13
14	Lutfhan Nur Islam	E-14
15	Malfiano Bagus Maulana	E-15
16	Marisa Mutiara Ulfa S	E-16
17	Muh Jati Ariyanto	E-17
18	Muh Risky Aldi S	E-18
19	Nanda Prasetyo Utomo	E-19
20	Natalia Kurnia K	E-20
21	Pradipta Wulandari	E-21
22	Retasya Amelia Dewi	E-22
23	Rosa Diana Tri W	E-23
24	Rr Eprliana Nur Susanti	E-24
25	Santa Veronica Agata	E-25
26	Sekar Nabila Adi Asmara	E-26
27	Sherly Fildzah Aprilia	E-27
28	Sony Setiawan	E-28
29	Tiaradita Putri Deyya	E-29
30	Titisari Sekar Diah N	E-30
31	Vicky Dwi Hermawan	E-31
32	Yosafat Harimus J	E-32

APPENDIX 1B

LIST OF STUDENTS' NAME OF CONTROL GROUP USING SONGS

No	Students' Name	Students' Code
1	Aisyah Widayanti	C1-01
2	Ananda Aisyah	C1-02
3	Anisa Nur Safitri	C1-03
4	Anissa Salsabilla P P	C1-04
5	Annisa Nurul Arif Safitri	C1-05
6	Daffa Adyasta	C1-06
7	Deni Adi Setiawan	C1-07
8	Devi Yunia Pratiwi	C1-08
9	Devina Nur Aisyah	C1-09
10	Ersa Kusuma R	C1-10
11	Fahrur Nur Huda	C1-11
12	Fandika Wahyu Antoni	C1-12
13	Farrel Afif Ristayuda	C1-13
14	Febiola Alga Ayu Risky	C1-14
15	Ferdi Tri Harsansyah	C1-15
16	Glorima Windyta Saputri	C1-16
17	Hanifah Almaas Wiguna	C1-17
18	Maulida Nur Marofah	C1-18
19	Muh Ilham Muktia	C1-19
20	Muh Irsyaf D A	C1-20
21	Niko Setiono	C1-21
22	Nindya Ajeng Mandasari	C1-22
23	Oktavian Syahrul H	C1-23
24	Rifharda S. G.	C1-24
25	Rifqi Saputra Abdullah	C1-25
26	Rizkyanto D. W.	C1-26
27	Sinta Purnama Sari	C1-27
28	Zalfa Murni Arta	C1-28
29	Zulfan Maq'ruf	C1-29

APPENDIX 1C

LIST OF STUDENTS' NAME OF CONTROL GROUP USING FIDEL CHARTS

No	Students' Name	Students' Code
1	Abi Yanto	C2-01
2	Adhika Rizky H.	C2-02
3	Agustina Noor Aini	C2-03
4	Alifah Joefani E	C2-04
5	Andhika Cahya N.	C2-05
6	Bagus Dwi S.	C2-06
7	Cute Mayodi	C2-07
8	Devi Sri H.	C2-08
9	Devita Gita P.	C2-09
10	Dimas Nur J.	C2-10
11	Enrico Ferdian	C2-11
12	Fara Shafa A.	C2-12
13	Indah Tri l.	C2-13
14	Iqbal Arba P.	C2-14
15	Karenina Senia R.	C2-15
16	Lili Rahmawati	C2-16
17	Louis Antonio	C2-17
18	Marlinah	C2-18
19	Muh Rizky Alwi	C2-19
20	Najari	C2-20
21	Novia Arum P.	C2-21
22	Pipit Pradipta	C2-22
23	Rifky	C2-23
24	Riyyu Akbar Safa M.	C2-24
25	Santika	C2-25
26	Sheilamita A. F.	C2-26
27	Sindy Anisa	C2-27
28	Taresa Mahardika	C2-28
29	Vanessa Wahyu D.	C2-29
30	Yudha	C2-30

APPENDIX 2

PRE-TEST and POST-TEST

- | | | |
|-----------|--------------|-------------|
| 1. Went | 14. Chat | 27. Grapes |
| 2. Worth | 15. Panic | 28. Vine |
| 3. Said | 16. Path | 29. Leaped |
| 4. Side | 17. Win | 30. Flopped |
| 5. Bet | 18. Remember | |
| 6. Food | 19. Great | |
| 7. Merry | 20. Dash | |
| 8. Way | 21. Put | |
| 9. Built | 22. Late | |
| 10. Fare | 23. Nap | |
| 11. Boast | 24. Gold | |
| 12. Nest | 25. Think | |
| 13. Pace | 26. Fox | |

APPENDIX 3

ANSWER KEY OF PRE-TEST and POST-TEST

- | | | |
|-------------|-----------------|--------------|
| 1. [went] | 14. [tʃæt] | 27. [greɪps] |
| 2. [wɜːθ] | 15. ['pæn.ɪk] | 28. [vʌm] |
| 3. [sed] | 16. [pæθ] | 29. [liːpd] |
| 4. [saɪd] | 17. [wɪn] | 30. [flɑːpd] |
| 5. [bet] | 18. [rɪ'mem.bə] | |
| 6. [fuːd] | 19. [greɪt] | |
| 7. ['mer.i] | 20. [dæʃ] | |
| 8. [weɪ] | 21. [pʊt] | |
| 9. [bɪlt] | 22. [leɪt] | |
| 10. [feə] | 23. [næp] | |
| 11. [boʊst] | 24. [gəʊld] | |
| 12. [nest] | 25. [θɪŋk] | |
| 13. [peɪs] | 26. [fɑːks] | |

APPENDIX 4

Questionnaire

Jawablah pertanyaan berikut ini dengan memberi tanda silang (X) pada salah satu jawaban a, b, c, atau d!

1. Apakah kamu menyukai belajar Bahasa Inggris dengan metode yang saya ajarkan?
 - a. Sangat tidak suka
 - b. Tidak suka
 - c. Suka
 - d. Sangat suka
2. Apakah belajar pengucapan (pronunciation) dalam bahasa Inggris penting untuk kamu?
 - a. Sangat tidak penting
 - b. Tidak penting
 - c. Penting
 - d. Sangat penting
3. Apakah belajar pengucapan (pronunciation) dalam bahasa Inggris dengan metode yang saya gunakan menyenangkan untuk kamu?
 - a. Sangat tidak menyenangkan
 - b. Tidak menyenangkan
 - c. Menyenangkan
 - d. Sangat menyenangkan
4. Apakah kegiatan belajar pengucapan yang saya ajarkan selama ini menambah kesukaan kamu dalam Bahasa Inggris?
 - a. Sama sekali tidak menambah
 - b. Tidak menambah
 - c. Sedikit menambah
 - d. Sangat menambah
5. Apakah kosa kata yang diujikan sulit diucapkan?
 - a. Sangat sulit
 - b. Sulit
 - c. Mudah
 - d. Sangat mudah
6. Apakah kata-kata yang diujikan pernah diajarkan sebelumnya tapi kamu masih mengalami kesulitan dalam mengucapkannya?
 - a. Sering
 - b. Kadang-kadang
 - c. Tidak
 - d. Sama sekali tidak

APPENDIX 5A

LESSON PLAN 1

Experimental Group (Audio Lingual Method)

School Identity	: SMP N 32 Semarang
Subject	: English
Class/ Semester	: VIII/ II
Skills	: Reading
Time Allotment	: 40 minutes
Date	: Week 2

Standard Competence:

READING

11. Memahami makna dalam esei pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

SPEAKING

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

Basic Competence:

READING

11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

SPEAKING

10.2 Mengungkap kan makna dalam monolog pendek sederhana dengan

menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative

I. Indicators

- Membaca bacaan naratif dengan intonasi yang tepat
- Melafalkan kata-kata yang memuat vowel dengan tepat dan akurat

II. Learning Objectives

By the end of the lesson, students are able to differentiate how to pronounce at least 72% of the given English words containing vowels [u] and [u:], [e] and [æ], [ou] and [ɔ], [ɪ] and [e], [e] and [ə], and [er] and [e] correctly.

III. Learning Material

A Rooster and a Diamond

Roger the rooster woke up with the sun.
He got up each morning before everyone.
For breakfast he went out and spread in the ground.
He gobbled the corn, the grain that he found.

One the day he was digging by dangly light.
He dug up a diamond so shiny and bright.
He said to himself “What a side to be hold?”
“I bet this diamond is worth more than gold.”
“Two farmers meet this worthy may be something to see”,
“but it isn’t food so it’s useless to me“.

So he left the diamond right there worriedly,
And Roger continued on his merry way.
The things we each value may not be the same
And this goes for anything that we can name.

Backward-Build up (Expansion) drill:

- Roger the rooster woke up with the sun.
- He got up each morning before everyone.
- For breakfast he went out and spread in the ground.
 - Spread in the ground
 - Went out and spread in the ground
 - He went out and spread in the ground
 - For breakfast he went out and spread in the ground.
- He gobbled the corn, the grain that he found.
- One the day he was digging by dangly light.
- He dug up a diamond so shiny and bright.
- He said to himself “What a side to be hold?”
- “I bet this diamond is worth more than gold.”
 - Worth more than gold
 - This diamond is worth more than gold
 - I bet this diamond is worth more than gold
- “Two farmers meet this worthy may be something to see”,
 - may be something to see
 - this worthy may be something to see
 - Two farmers meet this worthy may be something to see

- “but it isn’t food so it’s useless to me“.
 - It’s useless to me
 - It isn’t food
 - It isn’t food so it’s useless to me
 - But it isn’t food so it’s useless to me.
- So he left the diamond right there worriedly,
 - Worriedly
 - Right there worriedly
 - the diamond right there worriedly
 - He left the diamond right there worriedly
 - So he left the diamond right there worriedly
- And Roger continued on his merry way.
- The things we each value may not be the same
- And this goes for anything that we can name.

Repetition Drill:

Roger the rooster woke up with the sun.
 He got up each morning before everyone.
 For breakfast he went out and spread in the ground.
 He gobbled the corn, the grain that he found.

One the day he was digging by dangly light.
 He dug up a diamond so shiny and bright.

He said to himself “What a side to be hold?”
“I bet this diamond is worth more than gold.”
“Two farmers meet this worthy may be something to see”,
“but it isn’t food so it’s useless to me“.

So he left the diamond right there worriedly,
And Roger continued on his merry way.
The things we each value may not be the same
And this goes for anything that we can name.

Chain Drill

Right : Roger the rooster woke up with the sun.
Left : He got up each morning before everyone.
Right : For breakfast he went out and spread in the ground.
Left : He gobbled the corn, the grain that he found.
Right : One the day he was digging by dangly light.
Left : He dug up a diamond so shiny and bright.
Right : He said to himself “What a side to be hold?”
Left : “I bet this diamond is worth more than gold.”
Right : “Two farmers meet this worthy may be something to see”
Left : “but it isn’t food so it’s useless to me“.
Right : So he left the diamond right there worriedly,
Left : And Roger continued on his merry way.
Right : The things we each value may not be the same
Left : And this goes for anything that we can name.

Single-Slot Substitution Drill

1. He gobbled the corn, the grain that he found
 - the worm → He gobbled the worm that he found
 - Got → He gobbled the corn, the grain that he got
2. He dug up a diamond so shiny and bright
 - Brought → He brought a diamond so shiny and bright
 - Bought → He bought a diamond so shiny and bright
 - Broke → He broke a diamond so shiny and bright
3. I bet this diamond is worth more than gold
 - Pearl → I bet this diamond is worth more than pearl
 - Money → I bet this diamond is worth more than money
 - Car → I bet this diamond is worth more than car

Multiple-Slot Substitution Drill

He got up each morning before everyone

- Sweep, going to school → He swept each morning before going to school.
- Have breakfast, six → He had breakfast each morning before six
- Take a bath, after → He took a bath each morning after everyone

Transformation Drill

1. Roger continued on his merry way.

- Roger didn't continue on his merry way
- 2. The things we each value may not be the same
 - The things we each value may be the same
- 3. It isn't food so it's useless to me
 - It is food so it isn't useless to me

IV. Learning Methods

- a. Drill
- b. Peer Assessment
- c. Practice

V. Learning Activity

1. Opening

Apperception and motivation:

- Teacher greets the students
- Teacher check the students' attendance
- Teacher opens the lesson by introducing the today's material

2. Main

Exploration

- Students take a text of The Rooster and a diamond.
- Students are asked to read at glance.
- Students are asked to read it in choral

Elaboration

- Teacher read the text as the model
- Teacher asks the students to repeat after her.

- Teacher does Backward Build up expansion drill by dividing the long sentences into some parts to make the students easy to pronounce it.
- Students repeat after the teacher.
- Students read the text in choral.
- Teacher divides the students into two, right and left
- The teacher asks the students to read the text alternately.
- Teacher controls the groups and give correction if they make mistakes.
- Teacher encourages the students to correct their mistakes.
- The teacher does repetition drill
- The teacher does chain drill
- The teacher does single-slot substitution drill and multiple slot substitution drill
- And the last the teacher does transformation drill.

Confirmation

- The teacher asks the students to read the text again.
- The teacher asks the students about their difficulties in pronouncing some word.

3. Closing

- The teacher reviews today's lesson.
- The teacher together with the students straightens up misconception, provide reinforcement and draw conclusion.

VI. Learning Sources

- a. Laptop & LCD
- b. Drill
- c. Cassette/ recording/ CD/ DVD

VII. Assessment

Word	Phonetics Transcription	Vowel's Target
Rooster	[ˈruː.stə]	[u:]
Woke	[wʊk]	[ou]
Got	[gɒt]	[ɔ]
Each	[i:tʃ]	[i:]
Morning	[ˈmɔː.nɪŋ]	[ɪ]
Before	[bɪˈfɔː]	[ɪ]
Everyone	[ˈev.ri.wʌn]	[ɪ]
Breakfast	[ˈbrek.fəst]	[e] and [ə]
Went	[went]	[e]
Spread	[spred]	[e]
Grain	[greɪn]	[eɪ]
Day	[deɪ]	[eɪ]
Digging	[dɪŋɪŋ]	[ɪ]
Diamond	[ˈdaɪə.mənd]	[ə]
Said	[sed]	[e]
Himself	[hɪmˈself]	[ɪ] and [e]
Side	[saɪd]	[e]
Hold	[hould]	[ou]
Bet	[bet]	[e]
Worth	[wɜːθ]	[ə:]
Gold	[gould]	[ou]
Farmers	[ˈfɑː.məz]	[e]
Worthy	[ˈwɜː.ði]	[ə:] and [ɪ]
Something	[ˈsʌm.θɪŋ]	[ɪ]
Food	[fu:d]	[u:]
Useless	[ˈjuː.sləs]	[u:] and [ə]
Worriedly	[ˈwʌr.id.li]	[ɪ]
Continued	[kənˈtɪn.ju:d]	[ə], [ɪ], and [u:]

Merry	['mer.i]	[e] and [ɪ]
Way	[weɪ]	[eɪ]
Things	[θɪŋz]	[ɪ]
Value	['væl.ju:]	[u:]
Same	[seɪm]	[eɪ]
Goes	[gəʊz]	[ou]
Anything	['en.i.θɪŋ]	[e] and [ɪ]
Can	[kæn]	[æ]
Name	[neɪm]	[eɪ]

Total item: 40

APPENDIX 5B

LESSON PLAN 2

Experimental Group (Audio Lingual Method)

School Identity	: SMP N 32 Semarang
Subject	: English
Class/ Semester	: VIII/ II
Skills	: Reading
Time Allotment	: 40 minutes
Date	: Week 2

Standard Competence:

READING

11. Memahami makna dalam esei pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

SPEAKING

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

Basic Competence:

READING

11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

SPEAKING

10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative

I. Indicators

- Membaca bacaan naratif dengan intonasi yang tepat
- Melafalkan kata-kata yang memuat vowel dengan tepat dan akurat

II. Learning Objectives

By the end of the lesson, students are able to differentiate how to pronounce at least 72% of the given English words containing vowels [u] and [u:], [e] and [æ], [ou] and [ɔ], [I] and [e], [e] and [ə], and [ei] and [e] correctly.

III. Learning Material

The Hare and Tortoise

A hare named Harry said he was the fastest of them all

“I run and all the races and beat the big and small”.

He asked the fare was anyone could put into the test.

A tortoise known as Terry said “Let’s see. Who’s the best?”

When all this made Terry left so hard, it really made him boast.

He said “You silly tortoise I leave you in the dust.”

The race began in a flash the hare was almost gone.

Behind him in the distance the tortoise plodded up.

Yes Terry moved along very slowly while Harry after long real fast.

Now harry had to left again when he so such a gad.

He said “This is too easy, I think I’ll take a nap”.

The tortoise moved along wheel slow. But she was doing fine.

Soon everyone was yelling she's near the finish line.

The hare woke up and made a dash and he was just too late.

Cause Terry was the winner and she felt really great.

Remember if you don't give up and keep a steady pace.

You be just like the tortoise and you will win the race.

Backward-Build up (Expansion) drill:

- A hare named Harry said he was the fastest of them all
 - Fastest of them all
 - He was the fastest of them all
 - Harry said he was the fastest of them all
 - A hare named Harry said he was the fastest of them all
- "I run and all the races and beat the big and small".
- He asked the fare was anyone could put into the test.
 - Put into the test
 - Could put into the test
 - Anyone could put into the test
 - Was anyone could put into the test
 - He asked the fare
 - He asked the fare was anyone could put into the test.
- A tortoise known as Terry said "Let's see. Who's the best?"

- When all this made Terry left so hard, it really made him boast.
 - Made him boast
 - Really made him boast
 - It really made him boast
 - Left so hard
 - Made terry left so hard
 - When all this made Terry left so hard
 - When all this made Terry left so hard, it really made him boast.
- He said “You silly tortoise I leave you in the dust.”
- The race began in a flash the hare was almost gone.
- Behind him in the distance the tortoise plodded up.
- Yes Terry moved along very slowly while Harry after long real fast.
 - real fast
 - After long real fast.
 - Harry after long real fast.
 - While Harry after long real fast
 - Terry moved along very slowly
 - Terry moved along very slowly while Harry after long real fast
- Now herry had to left again when he’s so such a gad.
 - Gad
 - such a gad

- so such a gad
- when he's so such a gad
- had to left again when he's so such a gad
- herry had to left again when he's so such a gad
- Now herry had to left again when he's so such a gad
- He said "This is too easy, I think I'll take a nap".
- The tortoise moved along wheel slow.
- But she was doing fine.
- Soon everyone was yelling she's near the finish line.
- The hare woke up and made a dash and he was just too late.
- Cause Terry was the winner and she felt really great.
- Remember if you don't give up and keep a steady pace.
 - keep a steady pace
 - give up and keep a steady pace
 - don't give up and keep a steady pace
 - you don't give up and keep a steady pace
 - if you don't give up and keep a steady pace
 - Remember if you don't give up and keep a steady pace
- You be just like the tortoise and you will win the race.

Repetition Drill:

A hare named Harry said he was the fastest of them all
“I run and all the races and beat the big and small”.
He asked the fare was anyone could put into the test.
A tortoise known as Terry said “Let’s see. Who’s the best?”

When all this made Terry left so hard, it really made him boast.
He said “You silly tortoise I leave you in the dust.”
The race began in a flash the hare was almost gone.
Behind him in the distance the tortoise plodded up.
Yes Terry moved along very slowly while Harry after long real fast.

Now hary had to left again when he so such a gad.
He said “This is too easy, I think I’ll take a nap”.
The tortoise moved along wheel slow. But she was doing fine.
Soon everyone was yelling she’s near the finish line.

The hare woke up and made a dash and he was just too late.
Cause Terry was the winner and she felt really great.
Remember if you don’t give up and keep a steady pace.
You be just like the tortoise and you will win the race.

Chain Drill

Right : A hare named Harry said he was the fastest of them all
Left : “I run and all the races and beat the big and small”.
Right : He asked the fare was anyone could put into the test.
Left : A tortoise known as Terry said “Let’s see. Who’s the best?”
Right : When all this made Terry left so hard, it really made him boast.

Left : He said “You silly tortoise I leave you in the dust.”

Right : The race began in a flash the hare was almost gone.

Left : Behind him in the distance the tortoise plodded up.

Right : Yes Terry moved along very slowly while Harry after long real fast.

Left : Now Harry had to left again when he so such a gad.

Right : He said “This is too easy, I think I’ll take a nap”.

Left : The tortoise moved along wheel slow. But she was doing fine.

Right : Soon everyone was yelling she’s near the finish line.

Left : The hare woke up and made a dash and he was just too late.

Right : Cause Terry was the winner and she felt really great.

Left : Remember if you don’t give up and keep a steady pace.

Right : You be just like the tortoise and you will win the race.

Single-Slot Substitution Drill

1. he was just too late
 - lazy → he was just too lazy
 - fusy → he was just too fusy

2. she’s near the finish line
 - He → He’s near the finish line
 - We → We’re near the finish line
 - I → I was near the finish line

Multiple-Slot Substitution Drill

I leave you in the dust

- She, class → She leaves you in the class.
- Terry, market → Terry leaves you in the market.
- My mom, me, garden → My mom leaves me in the garden.

Transformation Drill

1. This is too easy
 - Is this too easy?
2. I think I'll take a nap
 - I think I will not take a nap
 - I don't think I'll take a nap
3. Terry was the winner
 - Terry was not the winner

IV. Learning Methods

- a. Drill
- b. Peer Assessment
- c. Practice

V. Learning Activity

1. Opening

Apperception and motivation:

- Teacher greets the students
- Teacher check the students' attendance
- Teacher opens the lesson by introducing the today's material

2. Main

Exploration

- Students take a text of "The Hare and Tortoise"
- Students are asked to read at glance.
- Students are asked to read it in choral

Elaboration

- Teacher read the text as the model
- Teacher asks the students to repeat after her.
- Teacher do Backward Build up expansion drill by dividing the long sentences into some parts to make the students easy to pronounce it.
- Students repeat after the teacher.
- Students read the text in choral.
- Teacher divides the students into two, right and left
- The teachers asks the students to read the text alternately.
- Teacher controls the groups and give correction if they make mistakes.
- Teacher encourages the students to correct their mistakes.
- The teacher does repetition drill
- The teacher does chain drill
- The teacher does single-slot substitution drill and multiple slot substitution drill
- And the last the teacher does transformation drill.

Confirmation

- The teacher asks the students to read the text again.
- The teacher asks the students about their difficulties in pronouncing some word.

3. Closing

- The teacher review today's lesson.
- The teacher together with the students straightens up misconception, provide reinforcement and draw conclusion.

VI. Learning Sources

- A. Laptop & LCD
- B. Drill
- C. Cassette/ recording/ CD/ DVD

VII. Assessment

Word	Phonetics Transcription	Vowel's Target
Fastest	[Fæst]	[æ]
Run	[rʌn]	[ʌ]
Races	[reɪsɪz]	[eɪ] and [ɪ]
Big	[bɪg]	[ɪ]
Fare	[fer]	[e]
Anyone	[ˈen.i.wʌn]	[e], [ɪ], and [ʌ]
Could	[kʊd]	[ʊ]
Put	[pʊt]	[ʊ]
Into	[ˈɪn.tu:]	[ɪ] and [u:]
Test	[test]	[e]
Known	[noʊn]	[oʊ]
Best	[best]	[e]
Boast	[boʊst]	[oʊ]

Silly	['sɪl.i]	[ɪ]
Dust	[dʌst]	[ʌ]
Began	[bɪ'gæn]	[ɪ] and [æ]
Flash	[flæʃ]	[æ]
Almost	['ɑ:l.məʊst]	[oʊ]
Behind	[bɪ'hænd]	[ɪ]
Distance	['dɪs.tənts]	[ɪ] and [ə]
Plodded up	[plɑ:dɪdʌp]	[ɪ] and [ʌ]
Very	['ver.i]	[e] and [ɪ]
Slowly	['sləʊ.li]	[oʊ] and [ɪ]
After	['æf.tə]	[æ] and [ə]
Again	[ə'geɪn]	[ə] and [eɪ]
Such	[sʌtʃ]	[ʌ]
Gad	[gæd]	[æ]
Think	[θɪŋk]	[ɪ]
Nap	[Næp]	[æ]
Everyone	['ev.ri.wʌn]	[e], [i] and [ʌ]
Yelling	[jelɪŋ]	[e] and [i]
Finish	['fɪn.ɪʃ]	[ɪ]
Woke	[wəʊk]	[oʊ]
Dash	[dæʃ]	[æ]
Winner	['wɪn.ə]	[ɪ] and [ə]
Great	[greɪt]	[eɪ]
Remember	[rɪ'mem.bə]	[ɪ], [e] and [ə]
Steady	['sted.i]	[e] and [ɪ]
Pace	[peɪs]	[eɪ]
Win	[wɪn]	[ɪ]

Total item: 40

APPENDIX 5C

LESSON PLAN 3

Experimental Group (Audio Lingual Method)

School Identity	: SMP N 32 Semarang
Subject	: English
Class/ Semester	: VIII/ II
Skills	: Reading
Time Allotment	: 40 minutes
Date	: Week 2

Standard Competence:

READING

11. Memahami makna dalam esei pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

SPEAKING

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

Basic Competence:

READING

11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

SPEAKING

10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative

I. Indicators

- Membaca bacaan naratif dengan intonasi yang tepat
- Melafalkan kata-kata yang memuat vowel dengan tepat dan akurat

II. Learning Objectives

By the end of the lesson, students are able to differentiate how to pronounce at least 72% of the given English words containing vowels [u] and [u:], [e] and [æ], [ou] and [ɔ], [ɪ] and [e], [e] and [ə], and [ei] and [e] correctly.

III. Learning Material

The Parrot and the Cat

Calvin was the quiet cat and he moved around the house.
He hardly have to make his sounds when he chase the mouse.
When day they bought a parrot home and Polly was the name.
Right from the morning she arrived, Calvin's life was not the same.

When Polly know they alone, she chat him all day long.
Calvin said "Please shut your mouth you making too much noise."
"You are louder than a bunch of kids play with a bunch of toys".
Now Polly said "You eat and sleep and then you take a walk,"
"While I am sitting on my perch, so I simply got to talk".

When Polly know they alone, she chat him all day long.
Calvin first was quite annoyed and ready not to fight
But by the way he found it out, he knew that she was right.

So now when Polly talked too much he took a little trap.
Straight out into the garden went out the quiet path.
Yes Calvin liked to eat and sleeps and Polly liked to chat.

So there was lesson that we learnt from the parrot and the cat.

You do your thing and I'll do mine wherever we may be.

How's that how people get along to live in harmony.

Backward-Build up (Expansion) drill:

- Calvin was the quiet cat and he moved around the house.
 - around the house
 - moved around the house
 - he moved around the house
 - Calvin was the quiet cat
 - Calvin was the quiet cat and he moved around the house
- He hardly have to make his sounds when he chase the mouse.
 - chase the mouse.
 - he chase the mouse
 - make his sounds
 - have to make his sounds
 - He hardly have to make his sounds
 - He hardly have to make his sounds when he chase the mouse
- When day they bought a parrot home and Polly was the name.
 - a parrot home

- bought a parrot home
- they bought a parrot home
- day they bought a parrot home
- When day they bought a parrot home
- When day they bought a parrot home and Polly was the name
- Right from the morning she arrived, Calvin's life was not the same.
 - Calvin's life
 - was not the same
 - life was not the same
 - Calvin's life was not the same
 - she arrived
 - the morning she arrived
 - from the morning she arrived
 - Right from the morning she arrived
 - Right from the morning she arrived, Calvin's life was not the same
- When Polly know they alone, she chat him all day long.
 - all day long
 - chat him all day long
 - she chat him all day long
 - When Polly know they alone, she chat him all day long
- Calvin said "Please shut your mouth you making too much noise."

- too much noise
- making too much noise
- you making too much noise
- shut your mouth
- Please shut your mouth
- shut your mouth you making too much noise
- Please shut your mouth you making too much noise
- Calvin said “Please shut your mouth you making too much noise.”
- “You are louder than a bunch of kids play with a bunch of toys”.
 - bunch of toys
 - with a bunch of toys
 - play with a bunch of toys
 - kids play with a bunch of toys
 - bunch of kids play with a bunch of toys
 - than a bunch of kids play with a bunch of toys
 - louder than a bunch of kids play with a bunch of toys
 - You are louder than a bunch of kids play with a bunch of toys
- Now Polly said “You eat and sleep and then you take a walk,”
- “While I am sitting on my perch, so I simply got to talk”.
 - got to talk
 - simply got to talk

- I simply got to talk
- so I simply got to talk
- on my perch
- sitting on my perch
- I am sitting on my perch
- While I am sitting on my perch
- so I simply got to talk
- While I am sitting on my perch, so I simply got to talk
- When Polly know they alone, she chat him all day long.
- Calvin first was quite annoyed and ready not to fight
 - not to fight
 - ready not to fight
 - annoyed and ready not to fight
 - quite annoyed and ready not to fight
 - Calvin first was quite annoyed and ready not to fight
- But by the way he found it out, he knew that she was right.
 - she was right
 - knew that she was right
 - he knew that she was right
 - found it out
 - the way he found it out

- But by the way he found it out
- he knew that she was right
- But by the way he found it out, he knew that she was right.
- So now when Polly talked too much he took a little trap.
- Straight out into the garden went out the quiet path.
- Yes Calvin like to eat and sleeps and Polly like to chat.
- So there was lesson that we learn from the parrot and the cat.
 - the parrot and the cat
 - from the parrot and the cat
 - learn from the parrot and the cat
 - we learn from the parrot and the cat
 - lesson that we learn from the parrot and the cat
 - there was lesson that we learn from the parrot and the cat
 - So there was lesson that we learn from the parrot and the cat.
- You do your thing and I'll do mine wherever we may be.
- How's that how people get along to live in harmony.

Repetition Drill:

Calvin was the quiet cat and he moved around the house.

He hardly have to make his sounds when he chase the mouse.

When day they bought a parrot home and Polly was the name.

Right from the morning she arrived, Calvin's life was not the same.

When Polly know they alone, she chat him all day long.
Calvin said “Please shut your mouth you making to much noise.”
“You are louder than a bunch of kids play with a bunch of toys”.
Now Polly said “You eat and sleep and then you take a walk,”
“While I am sitting on my perch, so I simply got to talk”.

When Polly know they alone, she chat him all day long.
Calvin first was quite annoyed and ready not to fight
But by the way he found it out, he knew that she was right.

So now when Polly talked too much he took a little trap.
Straight out into the garden went out the quiet path.
Yes Calvin liked to eat and sleeps and Polly liked to chat.
So there was lesson that we learnt from the parrot and the cat.

You do your thing and I’ll do mine wherever we may be.
How’s that how people get along to live in harmony.

Chain Drill

Right : Calvin was the quiet cat and he moved around the house.
Left : He hardly have to make his sounds when he chase the mouse.
Right : When day they bought a parrot home and Polly was the name.
Left : Right from the morning she arrived, Calvin’s life was not the same.
Right : When Polly know they alone, she chat him all day long.
Left : Calvin said “Please shut your mouth you making too much noise.”
Right : “You are louder than a bunch of kids play with a bunch of toys”.
Left : Now Polly said “You eat and sleep and then you take a walk,”
Right : “While I am sitting on my perch, so I simply got to talk”.

Left : When Polly know they alone, she chat him all day long.
 Right : Calvin first was quite annoyed and ready not to fight
 Left : But by the way he found it out, he knew that she was right.
 Right : So now when Polly talked too much he took a little trap.
 Left : Straight out into the garden went out the quiet path.
 Right : Yes Calvin like to eat and sleeps and Polly like to chat.
 Left : So there was lesson that we learn from the parrot and the cat.

Right : You do your thing and I'll do mine wherever we may be.
 Left : How's that how people get along to live in harmony.

Single-Slot Substitution Drill

1. Calvin was the quiet cat
 - Student → Calvin was a students
 - Rooster → Calvin was a rooster
 - Diligent boy → Calvin was diligent boy
2. You are louder than a bunch of kids
 - A clap of thunder → You are louder than a clap of thunder
 - Bomb → You are louder than a bomb
3. He knew that she was right
 - They → He knew that they was right. They knew that she was right
 - I → He knew that I was right. I knew that she was right

Multiple-Slot Substitution Drill

When Polly talked too much he took a little nap

- She, took a nap→When She talked too much he took a nap
- Terry, sang a song→When Terry talked too much he sang a song
- My sister, turned the TV on→When my sister talked too much he turned the TV on

Transformation Drill

1. Calvin was the quiet cat
 - Calvin was not the quite cat
 - Was Calvin the quite cat?
2. He moved around the house
 - He didn't move around the house

IV. Learning Methods

- d. Drill
- e. Peer Assessment
- f. Practice

V. Learning Activity

I. Opening

Apperception and motivation:

- Teacher greets the students
- Teacher check the students' attendance
- Teacher opens the lesson by introducing the today's material

II. Main

Exploration

- Students take a text of “The Parrot and the Cat.”
- Students are asked to read at glance.
- Students are asked to read it in choral

Elaboration

- Teacher read the text as the model
- Teacher asks the students to repeat after her.
- Teacher do Backward Build up expansion drill by dividing the long sentences into some parts to make the students easy to pronounce it.
- Students repeat after the teacher.
- Students read the text in choral.
- Teacher divides the students into two, right and left
- The teachers asks the students to read the text alternately.
- Teacher controls the groups and give correction if they make mistakes.
- Teacher encourages the students to correct their mistakes.
- The teacher does repetition drill
- The teacher does chain drill
- The teacher does single-slot substitution drill and multiple slot substitution drill
- And the last the teacher does transformation drill.

Confirmation

- The teacher asks the students to read the text again.
- The teacher asks the students about their difficulties in pronouncing some word.

III. Closing

- The teacher review today’s lesson.

- The teacher together with the students straightens up misconception, provide reinforcement and draw conclusion.

IV. Learning Sources

- Laptop & LCD
- Drill
- Cassette/ recording/ CD/ DVD

V. Assessment

Word	Phonetics Transcription	Vowel's Target
Around	[ə'raʊnd]	[ə] and [aʊ]
House	[haʊs]	[aʊ]
Hardly	['hɑ:d.lɪ]	[ɪ]
Chase	[tʃeɪs]	[eɪ]
Parrot	['pær.ət]	[æ] and [ə]
Arrived	[ə'raɪvd]	[ə] and [aɪ]
Life	[laɪf]	[aɪ]
Chat	[tʃæt]	[æ]
Making	['meɪ.kɪŋ]	[eɪ] and [ɪ]
Kids	[kɪd]	[ɪ]
Sitting	['sɪt.ɪŋ]	[ɪ]
Simply	['sɪm.plɪ]	[ɪ]
Alone	[ə'ləʊn]	[ə] and [oʊ]
Annoyed	[ə'nɔɪd]	[ə]
Ready	['red.ɪ]	[e] and [ɪ]
Little	['lɪt.lɪ]	[ɪ]
Trap	[Træp]	[æ]
Straight	[streɪt]	[eɪ]

Garden	['gɑ: .dən]	[ə]
Went	[went]	[e]
Path	[pæθ]	[æ]
Lesson	['les.ən]	[e] and [ə]
Along	[ə 'lɒŋ]	[ə]
Harmony	['hɑ: .mə.nɪ]	[ə] and [ɪ]

Total item: 40

APPENDIX 5D

LESSON PLAN 4

Experimental Group (Audio Lingual Method)

School Identity	: SMP N 32 Semarang
Subject	: English
Class/ Semester	: VIII/ II
Skills	: Reading
Time Allotment	: 40 minutes
Date	: Week 3

Standard Competence:

READING

11. Memahami makna dalam esei pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

SPEAKING

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

Basic Competence:

READING

11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

SPEAKING

10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative

VIII. Indicators

- Membaca bacaan naratif dengan intonasi yang tepat
- Melafalkan kata-kata yang memuat vowel dengan tepat dan akurat

I. Learning Objectives

By the end of the lesson, students are able to differentiate how to pronounce at least 72% of the given English words containing vowels [u] and [u:], [e] and [æ], [ou] and [ɔ], [ɪ] and [e], [e] and [ə], and [eɪ] and [e] correctly.

II. Learning Material

The Fox and the Grapes

Freddy the fox saw a beautiful grapes
Which hung very high on the vine
They all were so sweet and juicy to eat
And he said that “those grapes should be mine”
He leaped to the left, he leaped to the right
He did a high jump on a run
He skip and he up
The fruit that he flopped
But he couldn't either get one

Terry the tortoise and Milly the mouse together with Billy the hen
All gathered around not making a sound and watched Freddy do it again.
He leaped to the left, he leaped to the right
He did a high jump on a run

He skip and he up
The fruit that he flopped
But he couldn't either get one

He looked so funny, they all had to laugh
Which made Freddy angry at still
He said "One more try and I'll go so high and I'll get those grapes yes I will"
He leaped to the right, he leaped to the right
He did a high jump on a run
He skip and he up
The fruit that he flopped
But he couldn't either get one

He picked himself up and brushed himself off
As cool and as calm as can be
And they heard him says he stroll the way
"Those grapes looked too sour for me"
A story about the fox and the grapes
Those prove to us all moral lesson
That some fox can quit to say that they hate
Whatever they cannot hold this

Backward-Build up (Expansion) drill:

- Freddy the fox saw a beautiful grapes
- Which hung very high on the vine
- They all were so sweet and juicy to eat
- And he said that "those grapes should be mine"

- Be mine
- should be mine
- grapes should be mine
- those grapes should be mine
- that “those grapes should be mine”
- said that “those grapes should be mine”
- he said that “those grapes should be mine”
- And he said that “those grapes should be mine”
- He leaped to the left, he leaped to the right
- He did a high jump on a run
- He skip and he up
- The fruit that he flopped
- But he couldn’t either get one
- Terry the tortoise and Milly the mouse together with Billy the hen
 - Billy the hen
 - with Billy the hen
 - together with Billy the hen
 - the mouse together with Billy the hen
 - Milly the mouse together with Billy the hen
 - the tortoise and Milly the mouse together with Billy the hen
 - Terry the tortoise and Milly the mouse together with Billy

the hen

- All gathered around not making a sound
- and watched Freddy do it again.
- He looked so funny, they all had to laugh
- Which made Freddy angry at still
- He said “One more try and I’ll go so high
- and I’ll get those grapes yes I will”
- He leaped to the right, he leaped to the right
- He did a high jump on a run
- He skip and he up
- The fruit that he flopped
- But he couldn’t either get one
- He picked himself up and brushed himself off
 - brushed himself off
 - and brushed himself off
 - picked himself up
 - He picked himself up
 - and brushed himself off
 - He picked himself up and brushed himself off
- As cool and as calm as can be
- And they heard him says he stroll the way

- stroll the way
 - he stroll the way
 - says he stroll the way
 - heard him says he stroll the way
 - they heard him says he stroll the way
 - And they heard him says he stroll the way
- “Those grapes looked too sour for me”
 - A story about the fox and the grapes
 - Those prove to us all moral lesson
 - That some fox can quit to say that they hate
 - Whatever they cannot hold this

Repetition Drill:

Freddy the fox saw a beautiful grapes
 Which hung very high on the vine
 They all were so sweet and juicy to eat
 And he said that “those grapes should be mine”
 He leaped to the left, he leaped to the right
 He did a high jump on a run
 He skip and he up
 The fruit that he flopped
 But he couldn’t either get one
 Terry the tortoise and Milly the mouse together with Billy the hen

All gathered around not making a sound and watched Freddy do it again.
He leaped to the left, he leaped to the right
He did a high jump on a run
He skip and he up
The fruit that he flopped
But he couldn't either get one

He looked so funny, they all had to laugh
Which made Freddy angry at still
He said "One more try and I'll go so high and I'll get those grapes yes I will"
He leaped to the right, he leaped to the right
He did a high jump on a run
He skip and he up
The fruit that he flopped
But he couldn't either get one

He picked himself up and brushed himself off
As cool and as calm as can be
And they heard him says he stroll the way
"Those grapes looked too sour for me"
A story about the fox and the grapes
Those prove to us all moral lesson
That some fox can quit to say that they hate
Whatever they cannot hold this

Chain Drill

Right : Freddy the fox saw a beautiful grapes
Left : Which hung very high on the vine
Right : They all were so sweet and juicy to eat

Left : And he said that “those grapes should be mine”
 Right : He leaped to the left, he leaped to the right
 Left : He did a high jump on a run
 Right : He skip and he up
 Left : The fruit that he flopped
 Right : But he couldn’t either get one
 Left : Terry the tortoise and Milly the mouse together with Billy the hen
 Right : All gathered around not making a sound and watched Freddy do it again.
 Left : He leaped to the left, he leaped to the right
 Right : He did a high jump on a run
 Left : He skip and he up
 Right : The fruit that he flopped
 Left : But he couldn’t either get one
 Right : He looked so funny, they all had to laugh
 Left : Which made Freddy angry at still
 Right : He said “One more try and I’ll go so high and I’ll get those grapes yes I will”
 Left : He leaped to the right, he leaped to the right
 Right : He did a high jump on a run
 Left : He skip and he up
 Right : The fruit that he flopped
 Left : But he couldn’t either get one
 Right : He picked himself up and brushed himself off
 Left : As cool and as calm as can be
 Right : And they heard him says he stroll the way
 Left : “Those grapes looked too sour for me”
 Right : A story about the fox and the grapes
 Left : Those prove to us all moral lesson
 Right : That some fox can quit to say that they hate
 Left : Whatever they cannot hold this

Single-Slot Substitution Drill

1. Freddy the fox saw a beautiful grapes
 - Duck → Freddy the fox saw a beautiful
 - Woman → Freddy the fox saw a beautiful woman
 - Snake → Freddy the fox saw a beautiful snake
 - Swan → Freddy the fox saw a beautiful swan
2. He looked so funny
 - Angry → He looked so angry
 - Happy → He looked so happy
 - Lonely → He looked so lonely
 - Wise → He looked so wise
3. Those grapes looked too sour for me
 - Much → Those grapes looked too much for me
 - Big → Those grapes looked too big for me
 - Small → Those grapes looked too small for me

Multiple-Slot Substitution Drill

He couldn't either get one

- She, eat → She couldn't either eat one
- Have, breakfast → He couldn't either have breakfast
- They, take a bath → They couldn't either take a bath

Transformation Drill

1. He couldn't either get one.
 - He could get one
2. He leaped to the left, he leaped to the right
 - He didn't leap to the left, he didn't leap to the right
3. They all were so sweet and juicy to eat
 - Were they all so sweet and juicy to eat?

III. Learning Methods

- a. Drill
- b. Peer Assessment
- c. Practice

IV. Learning Activity

1. Opening

Apperception and motivation:

- Teacher greets the students
- Teacher check the students' attendance
- Teacher opens the lesson by introducing the today's material

2. Main

Exploration

- Students take a text of The Fox and the Grapes.
- Students are asked to read at glance.
- Students are asked to read it in choral

Elaboration

- Teacher read the text as the model
- Teacher asks the students to repeat after her.
- Teacher does Backward Build up expansion drill by dividing the long sentences into some parts to make the students easy to pronounce it.
- Students repeat after the teacher.
- Students read the text in choral.
- Teacher divides the students into two, right and left
- The teacher asks the students to read the text alternately.
- Teacher controls the groups and give correction if they make mistakes.
- Teacher encourages the students to correct their mistakes.
- The teacher does repetition drill
- The teacher does chain drill
- The teacher does single-slot substitution drill and multiple slot substitution drill
- And the last the teacher does transformation drill.

Confirmation

- The teacher asks the students to read the text again.
- The teacher asks the students about their difficulties in pronouncing some word.

3. Closing

- The teacher review today's lesson.
- The teacher together with the students straightens up misconception, provide reinforcement and draw conclusion.

V. Learning Sources

a. Laptop & LCD

b. Drill

c. Cassette/ recording/ CD/ DVD

VI. Assessment

Word	Phonetics Transcription	Vowel's Target
Grapes	[greɪps]	[eɪ]
Vine	[vaɪn]	[aɪ]
Juicy	['dʒuː.sɪ]	[ɪ]
Either	['ɪːðə]	[ə]
Together	[tə'geð.ə]	[ə] and [e]
Gathered	['gæð.ə]	[æ] and [ə]
Again	[ə'geɪn]	[ə] and [eɪ]
Skip	[skɪp]	[ɪ]
Funny	['fʌn.ɪ]	[ɪ]
Laugh	[læf]	[æ]
Angry	['æŋ.gri]	[æ] and [ɪ]
Try	[traɪ]	[aɪ]
High	[haɪ]	[aɪ]
Picked	[pɪk]	[ɪ]
Himself	[hɪm'self]	[ɪ] and [e]
Cool	[ku:l]	[u:]
Stroll	[stroʊl]	[oʊ]
Prove	[pru:v]	[u:]
Moral	[mɔr.əl]	[ɔ] and [ə]
Lesson	['les.ən]	[e] and [ə]
Quit	[kwɪt]	[ɪ]
Hate	[heɪt]	[eɪ]
Hold	[hoʊld]	[oʊ]

Total item: 40

APPENDIX 5E

LESSON PLAN 5

Experimental Group (Audio Lingual Method)

School Identity	: SMP N 32 Semarang
Subject	: English
Class/ Semester	: VIII/ II
Skills	: Reading
Time Allotment	: 40 minutes
Date	: Week 3

Standard Competence:

READING

11. Memahami makna dalam esei pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

SPEAKING

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

Basic Competence:

READING

11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

SPEAKING

10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative

I. Indicators

- Membaca bacaan naratif dengan intonasi yang tepat
- Melafalkan kata-kata yang memuat vowel dengan tepat dan akurat

II. Learning Objectives

By the end of the lesson, students are able to differentiate how to pronounce at least 72% of the given English words containing vowels [u] and [u:], [e] and [æ], [ou] and [ɔ], [ɪ] and [e], [e] and [ə], and [eɪ] and [e] correctly.

III. Learning Material

The Lark and the Farmer

Linda a lark built her nest in a weed field

There is a young man on a farm

She built that because it was quiet and peaceful

A save place away from all harm

One day farmer Smith saw weed tall and golden

Which meant it as right as can be

He said, "I'll return with my neighbor tomorrow

And will cut it down one two tree

The young one was scared and he asked what to do

All they knew that their mother would know.

But Linda just smile then she said "Don't you worry I'll tell you when it's time to go."

The following day all the weed was too stunning
Which made farmer Smith shake his head
He said, "If I can't get my neighbor to help me my brother will help me instead."

Once more in a panic the young one said
"Mom we must leave before it gets too late."
She said, "It's not serious yet my good children.
So we'll just sit here and we'll wait
The dawn brought no brother to help out the farmer,
And he said "I mustn't be late.
I'll harvest the weed by myself in the morning"
Because I can't wait one more day"

Then Linda said "Children it's now time to move
For we heard what he is going to do
What farmer Smith learn is a very good lesson
And you should remember it too

When there is a work to do
And you seek help from others
You often get help from no one
So do it yourself and you'll always discover
It's the best way to get the job done

Backward-Build up (Expansion) drill:

Linda a lark built her nest in a weed field

- weed field
- in a weed field

- nest in a weed field
- her nest in a weed field
- built her nest in a weed field
- a lark built her nest in a weed field
- Linda a lark built her nest in a weed field

There is a young man on a farm

She built that because it was quiet and peaceful

- quiet and peaceful
- it was quiet and peaceful
- because it was quiet and peaceful
- She built that because it was quiet and peaceful

A save place away from all harm

One day farmer Smith saw weed tall and golden

- tall and golden
- weed tall and golden
- saw weed tall and golden
- Smith saw weed tall and golden
- farmer Smith saw weed tall and golden
- One day farmer Smith saw weed tall and golden

Which meant it as right as can be

He said "I'll return with my neighbor tomorrow

- Tomorrow

- my neighbor tomorrow
- with my neighbor tomorrow
- return with my neighbor tomorrow
- I'll return with my neighbor tomorrow
- He said "I'll return with my neighbor tomorrow"

and will cut it down one two tree

The young one was scared and he asked what to do

- what to do
- asked what to do
- he asked what to do
- scared and he asked what to do
- young one was scared and he asked what to do
- The young one was scared and he asked what to do

All they knew that their mother would know.

But Linda just smile then she said

"Don't you worry I'll tell you when it's time to go."

- it's time to go
- when it's time to go
- tell you when it's time to go
- I'll tell you when it's time to go
- "Don't you worry I'll tell you when it's time to go."

The following day all the weed was too stunning

- too stunning
- the weed was too stunning
- all the weed was too stunning
- The following day all the weed was too stunning

Which made farmer Smith shake his head
 He said, “if I can’t get my neighbor to help me
 My brother will help me instead.”
 Once more in a panic the young one said
 “Mom we must leave before it gets too late.”
 She said, “It’s not serious yet my good children.
 So we’ll just sit here and we’ll wait
 The dawn brought no brother to help out the farmer,
 And he said “I mustn’t be late.
 I’ll harvest the weed by myself in the morning”
 Because I can’t wait one more day”

Then Linda said “Children it’s now time to move
 For we heard what he is going to do
 What farmer Smith learn is a very good lesson
 And you should remember it too

When there is a work to do
 And you seek help from others
 You often get help from no one
 So do it yourself and you’ll always discover
 It’s the best way to get the job done

Repetition Drill:

Linda a lark built her nest in a weed field
There is a young man on a farm
She built that because it was quiet and peaceful
A save place away from all harm

One day farmer Smith saw weed tall and golden
Which meant it as right as can be
He said "I'll return with my neighbor tomorrow
and will cut it down one two tree
The young one was scared and he asked what to do

All they knew that their mother would know.
But Linda just smile then she said "Don't you worry I'll tell you when it's time to go."
The following day all the weed was too stunning
Which made farmer Smith shake his head
He said "if I can't get my neighbor to help me my brother will help me instead."

Once more in a panic the young one said
"Mom we must leave before it gets too late."
She said "It's not serious yet my good children.
So we'll just sit here and we'll wait
The dawn brought no brother to help out the farmer,
And he said "I mustn't be late.
I'll harvest the weed by myself in the morning"
Because I can't wait one more day"

Then Linda said "Children it's now time to move
For we heard what he is going to do
What farmer Smith learn is a very good lesson
And you should remember it too

When there is a work to do
And you seek help from others
You often get help from no one
So do it yourself and you'll always discover
It's the best way to get the job done

Chain Drill

Right : Linda a lark built her nest in a weed field
Left : There is a young man on a farm
Right : She built that because it was quiet and peaceful
Left : A save place away from all harm
Right : One day farmer Smith saw weed tall and golden
Left : Which meant it as right as can be
Right : He said "I'll return with my neighbor tomorrow
Left : and will cut it down one two tree
Right : The young one was scared and he asked what to do
Left : All they knew that their mother would know.
Right : But Linda just smile then she said
Left : "Don't you worry I'll tell you when it's time to go."
Right : The following day all the weed was too stunning
Left : Which made farmer Smith shake his head
Right : He said "if I can't get my neighbor to help me my brother will help me
instead."
Left : Once more in a panic the young one said
Right : "Mom we must leave before it gets too late."
Left : She said "It's not serious yet my good children.
Right : So we'll just sit here and we'll wait
Left : The dawn brought no brother to help out the farmer,

Right : And he said “I mustn’t be late.
Left : I’ll harvest the weed by myself in the morning”
Right : Because I can’t wait one more day”
Left : Then Linda said “Children it’s now time to move
Right : For we heard what he is going to do
Left : What farmer Smith learn is a very good lesson
Right : And you should remember it too
Left : When there is a work to do
Right : And you seek help from others
Left : You often get help from no one
Right : So do it yourself and you’ll always discover
Left : It’s the best way to get the job done

Single-Slot Substitution Drill

1. The following day all the weed was too stunning

- Week → The following week all the weed was too stunning
- Year → Freddy the fox saw a beautiful woman

2. It’s not serious yet my good children

- Beautiful → It’s not serious yet my beautiful children
- Cute → It’s not serious yet my cute children

3. I mustn’t be late

- Lazy → I mustn’t be lazy
- She → She mustn’t be lazy
- They → They mustn’t be lazy

Multiple-Slot Substitution Drill

Mom we must leave before it gets too late

- She, bad → Mom she must leave before it gets too bad
- They, go → Mom they must go before it gets too late
- He, call her → Mom he must call her before it gets too late

Transformation Drill

1. It's not serious yet my good children.
 - It's serious my good children
2. We'll just sit here and we'll wait
 - We will not just sit here and we will not wait

IV. Learning Methods

- a. Drill
- b. Peer Assessment
- c. Practice

V. Learning Activity

1. Opening

Apperception and motivation:

- Teacher greets the students
- Teacher check the students' attendance

- Teacher opens the lesson by introducing the today's material

2. Main

Exploration

- Students take a text of The Lark and the Farmer.
- Students are asked to read at glance.
- Students are asked to read it in choral

Elaboration

- Teacher read the text as the model
- Teacher asks the students to repeat after her.
- Teacher does Backward Build up expansion drill by dividing the long sentences into some parts to make the students easy to pronounce it.
- Students repeat after the teacher.
- Students read the text in choral.
- Teacher divides the students into two, right and left
- The teacher asks the students to read the text alternately.
- Teacher controls the groups and give correction if they make mistakes.
- Teacher encourages the students to correct their mistakes.
- The teacher does repetition drill
- The teacher does chain drill
- The teacher does single-slot substitution drill and multiple slot substitution drill
- And the last the teacher does transformation drill.

Confirmation

- The teacher asks the students to read the text again.
- The teacher asks the students about their difficulties in pronouncing some word.

3. Closing

- The teacher review today's lesson.

- The teacher together with the students straightens up misconception, provide reinforcement and draw conclusion.

VI. Learning Sources

- Laptop & LCD
- Drill
- Cassette/ recording/ CD/ DVD

VII. Assessment

Word	Phonetics Transcription	Vowel's Target
Built	[bɪlt]	[ɪ]
Nest	[nest]	[e]
Because	[brɪ'kɑ:z]	[ɪ]
Peaceful	['pi:s.fəl]	[ə]
Away	[ə'weɪ]	[ə]
Golden	['gəʊl.dən]	[oʊ] and [ə]
Meant	['ment]	[e]
Return	[rɪ'tɜ:n]	[ɪ] and [ɜ:]
Neighbor	['nei.bə]	[eɪ] and [ə]
Tomorrow	[tə'mɒr.oʊ]	[ə] and [oʊ]
Down	[doʊn]	[oʊ]
Know	[noʊ]	[oʊ]
Following	['fɒl.oʊ.ɪŋ]	[ɒ], [oʊ]. and [ɪ]
Stunning	['stʌn.ɪŋ]	[ɪ]
Shake	[ʃeɪk]	[eɪ]
Brother	['brʌð.ə]	[ə]
Instead	[ɪn'sted]	[ɪ] and [e]
Panic	['pæn.ɪk]	[æ] and [ɪ]

Late	[leɪt]	[eɪ]
Children	[ˈtʃɪl.drən]	[ɪ] and [ə]
Brother	[ˈbrʌð.ə]	[ə]
Harvest	[ˈhɑː.vɪst]	[ɪ]
Myself	[maɪˈself]	[e]
Lesson	[ˈles.ən]	[e] and [ə]
Remember	[rɪˈmem.bə]	[ɪ], [e] and [ə]

Total Items: 26

APPENDIX 6A

LESSON PLAN 1 Control Group (Songs)

School Identity : SMP N 32 Semarang
Subject : English
Class/ Semester : VII/ II
Skills : Reading
Time Allotment : 40 minutes
Date : Week 1

Standard Competence:

READING

11. Memahami makna dalam esei pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

SPEAKING

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

Basic Competence:

READING

11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

SPEAKING

10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative

I. Indicators

- Membaca bacaan naratif dengan intonasi yang tepat
- Melafalkan kata-kata yang memuat vowel dengan tepat dan akurat

II. Learning Objectives

By the end of the lesson, students are able to differentiate how to pronounce at least 72% of the given English words containing vowels [u] and [u:], [e] and [æ], [ou] and [ɔ], [ɪ] and [e], [e] and [ə], and [eɪ] and [e] correctly.

III. Learning Material

A Rooster and a Diamond

Roger the rooster woke up with the sun.

He got up each morning before everyone.

For breakfast he went out and spread in the ground.

He gobbled the corn, the grain that he found.

One day he was digging by dangly light.

He dug up a diamond so shiny and bright.

He said to himself “What aside to be hold?

I bet that this diamond is worth more than gold.

Two farmers meet this worthy may be something to see,

But it isn’t food so it’s useless to me“.

So he left the diamond right there worriedly,

And Roger continued on his merry way.

The things we each value may not be the same
And this goes for anything that we can name.

IV. Learning Methods

- a. Group Discussion
- b. Peer Assessment
- c. Reading

V. Learning Activity

1. Opening

Apperception and motivation:

- Teacher greets the students friendly
- Teacher check the students' attendance
- Teacher opens the lesson by introducing the today's material

2. Main

Exploration

- Teacher gives the lyrics of “The Rooster and a Diamond” first.
- Students are asked to read the lyrics.

Elaboration

- Students are asked to pay attention to the songs that Teacher plays a song entitled “the Rooster and a Diamond”.
- Teacher plays the song entitled “the Rooster and a .Diamond”.

- The students may take a note how to pronounce some difficult word while the song played.
- Teacher asks the students to learn how to pronounce that words in groups.
- The students are asked to sing the songs together.
- The students are asked to read the lyrics without music.
- Teacher asks the students whether there is a problem or not.
- Teacher plays the song again and asks the students to do correction
- Teacher asked the students to read the lyrics in choral.
- Students read the lyrics in choral.
- Students are asked to do peer assessment in reading the lyrics.
- Teacher asked some students to read the lyrics in front of the class.

Confirmation

- The teacher asks the students about everything that they haven't known yet.
- The teacher asks the students to mention vowel sounds found in the text.

3. Closing

- The teacher review today's lesson.
- The teacher together with the students straightens up misconception, provide reinforcement and draw conclusion.

VI. Learning Sources

- a. Laptop & Sound Systems
- b. The Rooster and a Diamond Lyrics

c. Cassette/ recording/ CD/ DVD

VII. Assessment

Word	Phonetics Transcription	Vowel's Target
Woke	[wouk]	[ou]
Morning	['mɔ:.nɪŋ]	[ɪ]
Before	[bɪ'fɔ:]	[ɪ]
Everyone	['ev.rɪ.wʌn]	[ɪ]
Breakfast	['brek.fəst]	[e] and [ə]
Went	[went]	[e]
Spread	[spred]	[e]
Grain	[greɪn]	[eɪ]
Digging	[dɪgɪŋ]	[ɪ]
Diamond	['daɪə.mənd]	[ə]
Said	[sed]	[e]
Himself	[hɪm'self]	[ɪ] and [e]
Side	[saɪd]	[aɪ]
Hold	[hoʊld]	[ou]
Bet	[bet]	[e]
Worth	[wɜ:θ]	[ə:]
Gold	[gould]	[ou]
Farmers	['fɑ:.məz]	[ə]
Worthy	['wɜ:θi]	[ə:] and [ɪ]
Something	['sʌm.θɪŋ]	[ɪ]
Useless	['ju:.sləs]	[u:] and [ə]
Worriedly	['wʌr.id.li]	[ɪ]
Continued	[kən'tɪn.ju:d]	[ə], [ɪ], and [u:]

Merry	['mer.i]	[e] and [ɪ]
Way	[weɪ]	[eɪ]
Things	[θɪŋz]	[ɪ]
Value	['væl.ju:]	[u:]
Same	[seɪm]	[eɪ]
Goes	[gouz]	[ou]
Anything	['en.i.θɪŋ]	[e] and [ɪ]
Can	[kæn]	[æ]
Name	[neɪm]	[eɪ]

Total Item : 40

APPENDIX 6B

LESSON PLAN 2 Control Group (Songs)

School Identity : SMP N 32 Semarang
Subject : English
Class/ Semester : VII/ II
Skills : Reading
Time Allotment : 40 minutes
Date : Week 1

Standard Competence:

READING

11. Memahami makna dalam esei pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

SPEAKING

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

Basic Competence:

READING

11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

SPEAKING

10.2 Mengungkap kan makna dalam monolog pendek sederhana dengan

menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative

I. Indicators

- Membaca bacaan naratif dengan intonasi yang tepat
- Melafalkan kata-kata yang memuat vowel dengan tepat dan akurat

II. Learning Objectives

By the end of the lesson, students are able to differentiate how to pronounce at least 72% of the given English words containing vowels [u] and [u:], [e] and [æ], [ou] and [ɔ], [ɪ] and [e], [e] and [ə], and [eɪ] and [e] correctly.

III. Learning Material

The Hare and Tortoise

A hare named Harry said he was the fastest of them all

“I run and all the races and beat the big and small”.

He asked the fare was anyone could put into the test

A tortoise known as Terry said “Let’s see.Who’s the best?”

When all this made Terry left so hard it really made him boast.

He said “You silly tortoise I leave you in the dust.”

The race began in a flash the hare was almost gone.

Behind him in the distance the tortoise plodded up.

Yes, Terry moved along very slowly,

While Harry after long real fast

Now hARRY had to left again when he so such a gad

He said “This is too easy, I think I’ll take a nap”

The tortoise moved along wheel slow

But she was doing fine.

Soon everyone was yelling she's near the finish line.

The hare woke up and made a dash

And he was just too late

Cause Terry was the winner and she felt really great

Remember if you don't give up and keep a steady pace

You be just like the tortoise

And you will win the race

IV. Learning Methods

- a. Group Discussion
- b. Peer Assessment
- c. Reading

V. Learning Activity

1. Opening

Apperception and motivation:

- Teacher greets the students friendly
- Teacher check the students' attendance
- Teacher opens the lesson by introducing the today's material

2. Main

Exploration

- Teacher gives the lyrics of "The Hare and the Tortoise" first.
- Students are asked to read the lyrics.

Elaboration

- Students are asked to pay attention to the songs that Teacher plays a song entitled “The Hare and the Tortoise”.
- Teacher plays the song entitled “The Hare and the Tortoise”.
- The students may take a note how to pronounce some difficult word while the song played.
- Teacher asks the students to learn how to pronounce that words in groups.
- The students are asked to sing the songs together.
- The students are asked to read the lyrics without music.
- Teacher asks the students whether there is a problem or not.
- Teacher plays the song again and asks the students to do correction
- Teacher asked the students to read the lyrics in choral.
- Students read the lyrics in choral.
- Students are asked to do peer assessment in reading the lyrics.
- Teacher asked some students to read the lyrics in front of the class.

Confirmation

- The teacher asks the students about everything that they haven’t known yet.
- The teacher asks the students to mention vowel sounds found in the text.

3. Closing

- The teacher review today’s lesson.
- The teacher together with the students straightens up misconception, provide reinforcement and draw conclusion.

VI. Learning Sources

- a. Laptop & Sound Systems
- b. The Hare and the Tortoise's Lyrics
- c. Cassette/ recording/ CD/ DVD

VII. Assessment

Word	Phonetics Transcription	Vowel's Target
Fastest	[Fæst]	[æ]
Run	[rʌn]	[ʌ]
Races	[reɪsɪz]	[eɪ] and [ɪ]
Big	[bɪg]	[ɪ]
Fare	[fer]	[e]
Anyone	['en.i.wʌn]	[e], [ɪ], and [ʌ]
Could	[kʊd]	[ʊ]
Put	[pʊt]	[ʊ]
Into	['ɪn.tu:]	[ɪ] and [ʊ:]
Test	[test]	[e]
Known	[nəʊn]	[oʊ]
Best	[best]	[e]
Boast	[boʊst]	[oʊ]
Silly	['sɪl.i]	[ɪ]
Dust	[dʌst]	[ʌ]
Began	[bɪ'gæn]	[ɪ] and [æ]
Flash	[flæʃ]	[æ]
Almost	['ɑ:l.moʊst]	[oʊ]
Behind	[bɪ'haɪnd]	[ɪ]
Distance	['dɪs.tənts]	[ɪ] and [ə]
Plodded up	[plɑ:dɪd ʌp]	[ɪ] and [ʌ]

Very	['ver.i]	[e] and [ɪ]
Slowly	['sləʊ.li]	[oʊ] and [ɪ]
After	['æf.tə]	[æ] and [ə]
Again	[ə'geɪn]	[ə] and [eɪ]
Such	[sʌtʃ]	[ʌ]
Gad	[gæd]	[æ]
Think	[θɪŋk]	[ɪ]
Nap	[Næp]	[æ]
Everyone	['ev.ri.wʌn]	[e], [ɪ] and [ʌ]
Yelling	[jelɪŋ]	[e] and [ɪ]
Finish	['fɪn.ɪʃ]	[ɪ]
Woke	[wɒk]	[oʊ]
Dash	[dæʃ]	[æ]
Winner	['wɪn.ə]	[ɪ] and [ə]
Great	[greɪt]	[eɪ]
Remember	[rɪ'mem.bə]	[ɪ], [e] and [ə]
Steady	['sted.i]	[e] and [ɪ]
Pace	[peɪs]	[eɪ]
Win	[wɪn]	[ɪ]

Total item: 58

APPENDIX 6C

LESSON PLAN 3 Control Group (Songs)

School Identity	: SMP N 32 Semarang
Subject	: English
Class/ Semester	: VIII/ II
Skills	: Reading
Time Allotment	: 40 minutes
Date	: Week 2

Standard Competence:

READING

11. Memahami makna dalam esei pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

SPEAKING

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

Basic Competence:

READING

11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

SPEAKING

10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan

menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative

I. Indicators

- Membaca bacaan naratif dengan intonasi yang tepat
- Melafalkan kata-kata yang memuat vowel dengan tepat dan akurat

II. Learning Objectives

By the end of the lesson, students are able to differentiate how to pronounce at least 72% of the given English words containing vowels [u] and [u:], [e] and [æ], [ou] and [ɔ], [ɪ] and [e], [e] and [ə], and [er] and [e] correctly

III. Learning Material

The Parrot and the Cat

Calvin was the quiet cat and he moved around the house.

He hardly have to make his sounds when he chase the mouse.

When day they bought a parrot home and Polly was the name.

Right from the morning she arrived, Calvin's life was not the same.

When Polly know they alone, she chat him all day long.

Calvin said "Please shut your mouth you making too much noise."

"You are louder than a bunch of kids play with a bunch of toys".

Now Polly said "You eat and sleep and then you take a walk,"

"While I am sitting on my perch, so I simply got to talk".

When Polly know they alone, she chat him all day long.

Calvin first was quite annoyed and ready not to fight

But by the way he found it out, he knew that she was right.

So now when Polly talked too much he took a little trap.

Straight out into the garden went out the quiet path.

Yes Calvin like to eat and sleeps and Polly like to chat.
So there was lesson that we learn from the parrot and the cat.

You do your thing and I'll do mine wherever we may be.
How's that how people get along to live in harmony.

IV. Learning Methods

- a. Group Discussion
- b. Peer Assessment
- c. Reading

V. Learning Activity

1. Opening

Apperception and motivation:

- Teacher greets the students friendly
- Teacher check the students' attendance
- Teacher opens the lesson by introducing the today's material

2. Main

Exploration

- Teacher gives the lyrics of "The Parrot and the Cat" first.
- Students are asked to read the lyrics.

Elaboration

- Students are asked to pay attention to the songs that Teacher plays a song entitled "The Parrot and the Cat".
- Teacher plays the song entitled "The Parrot and the Cat".

- The students may take a note how to pronounce some difficult word while the song played.
- Teacher asks the students to learn how to pronounce that words in groups.
- The students are asked to sing the songs together.
- The students are asked to read the lyrics without music.
- Teacher asks the students whether there is a problem or not.
- Teacher plays the song again and asks the students to do correction
- Teacher asked the students to read the lyrics in choral.
- Students read the lyrics in choral.
- Students are asked to do peer assessment in reading the lyrics.
- Teacher asked some students to read the lyrics in front of the class.

Confirmation

- The teacher asks the students about everything that they haven't known yet.
- The teacher asks the students to mention vowel sounds found in the text.

3. Closing

- The teacher review today's lesson.
- The teacher together with the students straightens up misconception, provide reinforcement and draw conclusion.

VI. Learning Sources

- a. Laptop & Sound Systems
- b. The Parrot and the Cat's Lyrics
- c. Cassette/ recording/ CD/ DVD

VII. Assessment

Word	Phonetics Transcription	Vowel's Target
Around	[ə'raʊnd]	[ə] and [aʊ]
House	[haʊs]	[aʊ]
Hardly	['hɑ:d.lɪ]	[ɪ]
Chase	[tʃeɪs]	[eɪ]
Parrot	['pær.ət]	[æ] and [ə]
Arrived	[ə'raɪvd]	[ə] and [aɪ]
Life	[laɪf]	[aɪ]
Chat	[tʃæt]	[æ]
Making	['meɪ.kɪŋ]	[eɪ] and [ɪ]
Kids	[kɪd]	[ɪ]
Sitting	['sɪt.ɪŋ]	[ɪ]
Simply	['sɪm.plɪ]	[ɪ]
Alone	[ə'ləʊn]	[ə] and [oʊ]
Annoyed	[ə'nɔɪd]	[ə]
Ready	['red.ɪ]	[e] and [ɪ]
Little	['lɪt.l]	[ɪ]
Trap	[Træp]	[æ]
Straight	[streɪt]	[eɪ]
Garden	['gɑ:.dən]	[ə]
Went	[went]	[e]
Path	[pæθ]	[æ]
Lesson	['les.ən]	[e] and [ə]
Along	[ə'lɒŋ]	[ə]
Harmony	['hɑ:.mə.nɪ]	[ə] and [ɪ]

Total items: 32

APPENDIX 6D

LESSON PLAN 4 Control Group (Songs)

School Identity	: SMP N 32 Semarang
Subject	: English
Class/ Semester	: VIII/ II
Skills	: Reading
Time Allotment	: 40 minutes
Date	: Week 4

Standard Competence:

READING

11. Memahami makna dalam esei pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

SPEAKING

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

Basic Competence:

READING

11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

SPEAKING

10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan

menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative

I. Indicators

- Membaca bacaan naratif dengan intonasi yang tepat
- Melafalkan kata-kata yang memuat vowel dengan tepat dan akurat

II. Learning Objectives

By the end of the lesson, students are able to differentiate how to pronounce at least 72% of the given English words containing vowels [u] and [u:], [e] and [æ], [ou] and [ɔ], [I] and [e], [e] and [ə], and [eɪ] and [e] correctly

III. Learning Material

The Fox and the Grapes

Freddy the fox saw a beautiful grapes
Which hung very high on the vine
They all were so sweet and juicy to eat
And he said that “those grapes should be mine”
He leaped to the left, he leaped to the right
He did a high jump on a run
He skip and he up
The fruit that he flopped
But he couldn’t either get one

Terry the tortoise and Milly the mouse together with Billy the hen
All gathered around not making a sound and watched Freddy do it again.
He leaped to the left, he leaped to the right
He did a high jump on a run
He skip and he up

The fruit that he flopped
But he couldn't either get one

He looked so funny, they all had to laugh
Which made Freddy angry at still
He said "One more try and I'll go so high and I'll get those grapes yes I will"
He leaped to the right, he leaped to the right
He did a high jump on a run
He skip and he up
The fruit that he flopped
But he couldn't either get one

He picked himself up and brushed himself off
As cool and as calm as can be
And they heard him says he stroll the way
"Those grapes looked too sour for me"
A story about the fox and the grapes
Those prove to us all moral lesson
That some fox can quit to say that they hate
Whatever they cannot hold this

IV. Learning Methods

- a. Group Discussion
- b. Peer Assessment
- c. Reading

V. Learning Activity

1. Opening

Apperception and motivation:

- Teacher greets the students friendly
- Teacher check the students' attendance
- Teacher opens the lesson by introducing the today's material

2. Main

Exploration

- Teacher gives the lyrics of "The Fox and the Grapes" first.
- Students are asked to read the lyrics.

Elaboration

- Students are asked to pay attention to the songs that Teacher plays a song entitled "The Fox and the Grapes".
- Teacher plays the song entitled "The Fox and the Grapes".
- The students may take a note how to pronounce some difficult word while the song played.
- Teacher asks the students to learn how to pronounce that words in groups.
- The students are asked to sing the songs together.
- The students are asked to read the lyrics without music.
- Teacher asks the students whether there is a problem or not.
- Teacher plays the song again and asks the students to do correction
- Teacher asked the students to read the lyrics in choral.
- Students read the lyrics in choral.
- Students are asked to do peer assessment in reading the lyrics.
- Teacher asked some students to read the lyrics in front of the class.

Confirmation

- The teacher asks the students about everything that they haven't known yet.
- The teacher asks the students to mention vowel sounds found in the text.

3. Closing

- The teacher review today's lesson.
- The teacher together with the students straightens up misconception, provide reinforcement and draw conclusion.

VI. Learning Sources

- Laptop & Sound Systems
- The Fox and the Grapes's Lyrics
- Cassette/ recording/ CD/ DVD

VII. Assessment

Word	Phonetics Transcription	Vowel's Target
Grapes	[greɪps]	[eɪ]
Vine	[vaɪn]	[aɪ]
Juicy	['dʒuː.sɪ]	[ɪ]
Either	['iː.ðə]	[ə]
Together	[tə'geð.ə]	[ə] and [e]
Gathered	['gæð.ə]	[æ] and [ə]
Again	[ə'geɪn]	[ə] and [eɪ]
Skip	[skɪp]	[ɪ]
Funny	['fʌn.i]	[ɪ]
Laugh	[læf]	[æ]

Angry	['æŋ.gri]	[æ] and [ɪ]
Try	[traɪ]	[aɪ]
High	[haɪ]	[aɪ]
Picked	[pɪk]	[ɪ]
Himself	[hɪm'self]	[ɪ] and [e]
Cool	[ku:l]	[u:]
Stroll	[stroʊl]	[oʊ]
Prove	[pru:v]	[u:]
Moral	[mɔr.əl]	[ɒ] and [ə]
Lesson	['les.ən]	[e] and [ə]
Quit	[kwɪt]	[ɪ]
Hate	[heit]	[eɪ]
Hold	[hoʊld]	[oʊ]

Total item : 25

APPENDIX 6E

LESSON PLAN 5 Control Group (Songs)

School Identity	: SMP N 32 Semarang
Subject	: English
Class/ Semester	: VIII/ II
Skills	: Reading
Time Allotment	: 40 minutes
Date	: Week 3

Standard Competence:

READING

11. Memahami makna dalam esei pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

SPEAKING

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

Basic Competence:

READING

11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

SPEAKING

10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan

menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative

I. Indicators

- Membaca bacaan naratif dengan intonasi yang tepat
- Melafalkan kata-kata yang memuat vowel dengan tepat dan akurat

II. Learning Objectives

By the end of the lesson, students are able to differentiate how to pronounce at least 72% of the given English words containing vowels [u] and [u:], [e] and [æ], [ou] and [ɔ], [ɪ] and [e], [e] and [ə], and [eɪ] and [e] correctly

III. Learning Material

The Lark and the Farmer

Linda a lark built her nest in a weed field

There is a young man on a farm

She built that because it was quiet and peaceful

A safe place away from all harm

One day farmer Smith saw weed tall and golden

Which meant it as right as can be

He said "I'll return with my neighbor tomorrow

and will cut it down one two tree

The young one was scared and he asked what to do

All they knew that their mother would know.

But Linda just smile then she said "Don't you worry I'll tell you when it's time to go."

The following day all the weed was too stunning

Which made farmer Smith shake his head

He said "if I can't get my neighbor to help me my brother will help me instead."

Once more in a panic the young one said
“Mom we must leave before it gets too late.”
She said “It’s not serious yet my good children.
So we’ll just sit here and we’ll wait
The dawn brought no brother to help out the farmer,
And he said “I mustn’t be late.
I’ll harvest the weed by myself in the morning”
Because I can’t wait one more day”

Then Linda said “Children it’s now time to move
For we heard what he is going to do
What farmer Smith learn is a very good lesson
And you should remember it too

When there is a work to do
And you seek help from others
You often get help from no one
So do it yourself and you’ll always discover
It’s the best way to get the job done

IV. Learning Methods

- a. Group Discussion
- b. Peer Assessment
- c. Reading

V. Learning Activity

1. Opening

Apperception and motivation:

- Teacher greets the students friendly
- Teacher check the students’ attendance

- Teacher opens the lesson by introducing the today's material

2. Main

Exploration

- Teacher gives the lyrics of “The Lark and the Farmer” first.
- Students are asked to read the lyrics.

Elaboration

- Students are asked to pay attention to the songs that Teacher plays a song entitled “The Lark and the Farmer”.
- Teacher plays the song entitled “The Lark and the Farmer”.
- The students may take a note how to pronounce some difficult word while the song played.
- Teacher asks the students to learn how to pronounce that words in groups.
- The students are asked to sing the songs together.
- The students are asked to read the lyrics without music.
- Teacher asks the students whether there is a problem or not.
- Teacher plays the song again and asks the students to do correction
- Teacher asked the students to read the lyrics in choral.
- Students read the lyrics in choral.
- Students are asked to do peer assessment in reading the lyrics.
- Teacher asked some students to read the lyrics in front of the class.

Confirmation

- The teacher asks the students about everything that they haven't known yet.
- The teacher asks the students to mention vowel sounds found in the text.

3. Closing

- The teacher review today's lesson.
- The teacher together with the students straightens up misconception, provide reinforcement and draw conclusion.

VI. Learning Sources

- Laptop & Sound Systems
- The Lark and the Farmer's Lyrics
- Cassette/ recording/ CD/ DVD

VII. Assessment

Word	Phonetics Transcription	Vowel's Target
Built	[bɪlt]	[ɪ]
Nest	[nest]	[e]
Because	[bɪ'kɑ:z]	[ɪ]
Peaceful	['pi:s.fəl]	[ə]
Away	[ə'weɪ]	[ə]
Golden	['gəʊl.dən]	[oʊ] and [ə]
Meant	['ment]	[e]
Return	[rɪ'tɜ:n]	[ɪ] and [ə:]
Neighbor	['nei.bə]	[eɪ] and [ə]
Tomorrow	[tə'mɒr.oʊ]	[ə] and [oʊ]
Down	[daʊn]	[oʊ]
Know	[noʊ]	[oʊ]

Following	['fɒl.uʊ.ɪŋ]	[ɒ], [uʊ]. and [ɪ]
Stunning	['stʌn.ɪŋ]	[ɪ]
Shake	[ʃeɪk]	[eɪ]
Brother	['brʌð.ə]	[ə]
Instead	[ɪn'sted]	[ɪ] and [e]
Panic	['pæn.ɪk]	[æ] and [ɪ]
Late	[leɪt]	[eɪ]
Children	['tʃɪl.drən]	[ɪ] and [ə]
Brother	['brʌð.ə]	[ə]
Harvest	['hɑː.vɪst]	[ɪ]
Myself	[maɪ'self]	[e]
Lesson	['les.ən]	[e] and [ə]
Remember	[rɪ'mem.bə]	[ɪ], [e] and [ə]

Total Items: 25

APPENDIX 7A

LESSON PLAN 1 Control Group (Fidel Chart)

School Identity	: SMP N 32 Semarang
Subject	: English
Class/ Semester	: VII/ II
Skills	: Reading
Time Allotment	: 40 minutes
Date	: Week 1

Standard Competence:

READING

11. Memahami makna dalam esei pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

SPEAKING

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

Basic Competence:

READING

11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

SPEAKING

10.2 Mengungkap kan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk

berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative

I. Indicators

- Membaca bacaan naratif dengan intonasi yang tepat
- Melafalkan kata-kata yang memuat vowel dengan tepat dan akurat

II. Learning Objectives

By the end of the lesson, students are able to differentiate how to pronounce at least 72% of the given English words containing vowels [u] and [u:], [e] and [æ], [ou] and [ɔ], [ɪ] and [e], [e] and [ə], [aɪ] and [e], and [eɪ] and [e] correctly.

III. Learning Material

A Rooster and a Diamond

Roger the rooster woke up with the sun.

He got up each morning before everyone.

For breakfast he went out and spread in the ground.

He gobbled the corn, the grain that he found.

One the day he was digging by dangly light.

He dug up a diamond so shiny and bright.

He said to himself “What a side to be hold?”

“I bet this diamond is worth more than gold.”

“Two farmers meet this worthy may be something to see”,

“but it isn’t food so it’s useless to me“.

So he left the diamond right there worriedly,

And Roger continued on his merry way.

The things we each value may not be the same

And this goes for anything that we can name.

Fidel Chart:

[æ]	[ʌ]	[ə]	[oo]	[i:]	[e]
Dangly Value Can	Sun everyone dug Something Worriedly	Everyone breakfast diamond farmers useless Continued	Woke hold Gold Goes	Each see meet	everyone breakfast went Spread said bet merry anything
[a:]	[u:]	[ei]	[u]	[ɒ]	[aʊ]
gobbled farmers	Ew Rooster Food useless Continued	Grain day way ey same name		Got	Ground found
[ɔ:]	[i]	[ai]	[ə:]		
morning before Corn	Morning before everyone digging shiny himself Worthy Worriedly Continued Things Anything	Light diamond shiny bright side	Worth Worthy		

IV. Learning Methods

- a. Group Discussion
- b. Peer Assessment

c. Reading

V. Learning Activity

1. Opening

Apperception and motivation:

- Teacher greets the students friendly
- Teacher check the students' attendance
- Teacher opens the lesson by introducing the today's material

2. Main

Exploration

- Students take a narrative text entitled "The Rooster and a Diamond"
- Students are asked to read the text.

Elaboration

- The students take the Fidel Charts
- The students are asked to learn it by themselves first.
- The teacher asks the students whether they are understood or not.
- Teacher explains the Fidel Charts list.
- Teacher asks the students to pay attention to her.
- The teacher read and give examples how to pronounce that sounds.
- The teacher asks the students to look at the Chart while the teacher gives them examples how to pronounce that word. The teacher will give them model twice.
- Teacher asks the students to learn how to pronounce that words in groups.

- Teacher controls the groups and give correction using sign if the students make mistakes.
- Teacher encourages the students to realize their mistakes by themselves.
- Teacher asked the students to read the text in choral.
- Students read the text in choral.
- Students are asked to do peer assessment in reading the text .
- Some students are asked to read the text in front of the class.

Confirmation

- The teacher asks the students about everything that they haven't known yet.
- The teacher asks the students to mention vowel sounds found in the text.

3. Closing

- The teacher review today's lesson.
- The teacher together with the students straightens up misconception, provide reinforcement and draw conclusion.

VI. Learning Sources

- a. Laptop & LCD
- b. Fidel Chart list
- c. Cassette/ recording/ CD/ DVD

VII. Assessment

Word	Phonetics Transcription	Vowel's Target
------	-------------------------	----------------

Rooster	['ru:.stə]	[u:]
Woke	[woʊk]	[ou]
Got	[gɒt]	[ɔ]
Each	[i:tʃ]	[i:]
Morning	['mɔ:.nɪŋ]	[ɪ]
Before	[bɪ'fɔ:]	[ɪ]
Everyone	['ev.ri.wʌn]	[ɪ]
Breakfast	['brek.fəst]	[e] and [ə]
Went	[went]	[e]
Spread	[spred]	[e]
Grain	[greɪn]	[eɪ]
Day	[deɪ]	[eɪ]
Digging	[dɪŋɪŋ]	[ɪ]
Diamond	['daɪə.mənd]	[ə]
Said	[sed]	[e]
Himself	[hɪm'self]	[ɪ] and [e]
Side	[saɪd]	[e]
Hold	[hoʊld]	[ou]
Bet	[bet]	[e]
Worth	[wɜ:θ]	[ə:]
Gold	[gould]	[ou]
Farmers	['fɑ:.məz]	[e]
Worthy	['wɜ:.ði]	[ə:] and [ɪ]
Something	['sʌm.θɪŋ]	[ɪ]
Food	[fu:d]	[u:]
Useless	['ju:.sləs]	[u:] and [ə]
Worriedly	['wʌr.id.li]	[ɪ]
Continued	[kən'tɪn.ju:d]	[ə], [ɪ], and [u:]
Merry	['mer.i]	[e] and [ɪ]
Way	[weɪ]	[eɪ]
Things	[θɪŋz]	[ɪ]
Value	['væl.ju:]	[u:]
Same	[seɪm]	[eɪ]

Goes	[gouz]	[ou]
Anything	['en.i.θɪŋ]	[e] and [ɪ]
Can	[kæn]	[æ]
Name	[neɪm]	[eɪ]

Total item: 40

APPENDIX 7B

LESSON PLAN 2 **Control Group (Fidel Chart)**

School Identity	: SMP N 32 Semarang
Subject	: English
Class/ Semester	: VIII/ II
Skills	: Reading
Time Allotment	: 40 minutes
Date	: Week 2

Standard Competence:

READING

11. Memahami makna dalam esei pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

SPEAKING

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

Basic Competence:

READING

11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

SPEAKING

10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan

menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative

I. Indicators

- Membaca bacaan naratif dengan intonasi yang tepat
- Melafalkan kata-kata yang memuat vowel dengan tepat dan akurat

II. Learning Objectives

By the end of the lesson, students are able to differentiate how to pronounce at least 72% of the given English words containing vowels [u] and [u:], [e] and [æ], [ou] and [ɔ], [I] and [e], [e] and [ə], [ai] and [e], and [eɪ] and [e] correctly.

III. Learning Material

The Hare and Tortoise

A hare named Harry said he was the fastest of them all

“I run and all the races and beat the big and small”.

He asked the fare was anyone could put into the test.

A tortoise known as Terry said “Let’s see. Who’s the best?”

When all this made Terry left so hard, it really made him boast.

He said “You silly tortoise I leave you in the dust.”

The race began in a flash the hare was almost gone.

Behind him in the distance the tortoise plodded up.

Yes Terry moved along very slowly while Harry after long real fast.

Now hary had to left again when he so such a gad.

He said “This is too easy, I think I’ll take a nap”.

The tortoise moved along wheel slow. But she was doing fine.

Soon everyone was yelling she’s near the finish line.

The hare woke up and made a dash and he was just too late.
Cause Terry was the winner and she felt really great.
Remember if you don't give up and keep a steady pace.
You be just like the tortoise and you will win the race.

Fidel Chart:

[æ]	[ʌ]	[ə]	[oʊ]	[i:]	[e]
Fastest Began flash after Gad Nap Dash	Run Anyone Dust Up such Everyone	Really distance after again Everyone winner remember	Known boast oe Almost Slowly woke	beat leave wheel keep	fare anyone test best very everyone yelling remember steady
[a:]	[u:]	[ei]	[u]	[i]	[ai]
Hard almost plodded	Into	Races made again take late great pace	Could Put	Big into really silly began behind distance plodded slowly think	behind while fine
[ɒ:]				Everyone Yelling Finish Winner Remember steady win	
small asked gone					

IV. Learning Methods

- a. Group Discussion
- b. Peer Assessment
- c. Reading

V. Learning Activity

1. Opening

Apperception and motivation:

- Teacher greets the students friendly
- Teacher check the students' attendance
- Teacher opens the lesson by introducing the today's material

2. Main

Exploration

- Students take a narrative text entitled "The Hare and the Tortoise"
- Students are asked to read the text.

Elaboration

- The students take the Fidel Charts
- The students are asked to learn it by themselves first.
- The teacher asks the students whether they are understood or not.
- Teacher explains the Fidel Charts list.
- Teacher asks the students to pay attention to her.
- The teacher read and give examples how to pronounce that sounds.

- The teacher asks the students to look at the Chart while the teacher gives them examples how to pronounce that word. The teacher will give them model twice.
- Teacher asks the students to learn how to pronounce that words in groups.
- Teacher controls the groups and give correction using sign if the students make mistakes.
- Teacher encourages the students to realize their mistakes by themselves.
- Teacher asked the students to read the text in choral.
- Students read the text in choral.
- Students are asked to do peer assessment in reading the text .
- Some students are asked to read the text in front of the class.

Confirmation

- The teacher asks the students about everything that they haven't known yet.
- The teacher asks the students to mention vowel sounds found in the text.

3. Closing

- The teacher review today's lesson.
- The teacher together with the students straightens up misconception, provide reinforcement and draw conclusion.

VI. Learning Sources

- a. Laptop & LCD
- b. Fidel Chart list
- c. Cassette/ recording/ CD/ DVD

VII. Assessment

Word	Phonetics Transcription	Vowel's Target
Fastest	[Fæst]	[æ]
Run	[rʌn]	[ʌ]
Races	[reɪsɪz]	[eɪ] and [ɪ]
Big	[bɪg]	[ɪ]
Fare	[fer]	[e]
Anyone	['en.i.wʌn]	[e], [ɪ], and [ʌ]
Could	[kʊd]	[ʊ]
Put	[pʊt]	[ʊ]
Into	['ɪn.tu:]	[ɪ] and [ʊ:]
Test	[test]	[e]
Known	[noʊn]	[oʊ]
Best	[best]	[e]
Boast	[boʊst]	[oʊ]
Silly	['sɪl.i]	[ɪ]
Dust	[dʌst]	[ʌ]
Began	[bɪ' gæn]	[ɪ] and [æ]
Flash	[flæʃ]	[æ]
Almost	['ɑ:l.moʊst]	[oʊ]
Behind	[bɪ' haɪnd]	[ɪ]
Distance	['dɪs.tənts]	[ɪ] and [ə]
Plodded up	[plɑ:dɪdʌp]	[ɪ] and [ʌ]
Very	['ver.i]	[e] and [ɪ]
Slowly	['sləʊ.li]	[oʊ] and [ɪ]
After	['æf.tə]	[æ] and [ə]
Again	[ə' gem]	[ə] and [eɪ]
Such	[sʌtʃ]	[ʌ]
Gad	[gæd]	[æ]
Think	[θɪŋk]	[ɪ]

Nap	[Næp]	[æ]
Everyone	['ev.ri.wʌn]	[e], [i] and [ʌ]
Yelling	[jelɪŋ]	[e] and [i]
Finish	['fin.ɪʃ]	[i]
Woke	[wouk]	[ou]
Dash	[dæʃ]	[æ]
Winner	['win.ə]	[ɪ] and [ə]
Great	[greɪt]	[eɪ]
Remember	[rɪ'mem.bə]	[ɪ], [e] and [ə]
Steady	['sted.i]	[e] and [ɪ]
Pace	[peɪs]	[eɪ]
Win	[wɪn]	[ɪ]

Total item: 41

APPENDIX 7C

LESSON PLAN 3 Control Group (Fidel Chart)

School Identity	: SMP N 32 Semarang
Subject	: English
Class/ Semester	: VIII/ II
Skills	: Reading
Time Allotment	: 40 minutes
Date	: Week 2

Standard Competence:

READING

11. Memahami makna dalam esei pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

SPEAKING

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

Basic Competence:

READING

11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

SPEAKING

10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan

menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative

I. Indicators

- Membaca bacaan naratif dengan intonasi yang tepat
- Melafalkan kata-kata yang memuat vowel dengan tepat dan akurat

II. Learning Objectives

By the end of the lesson, students are able to differentiate how to pronounce at least 72% of the given English words containing vowels [u] and [u:], [e] and [æ], [ou] and [ɔ], [I] and [e], [e] and [ə], [aɪ] and [e], and [eɪ] and [e] correctly.

III. Learning Material

The Parrot and the Cat

Calvin was the quiet cat and he moved around the house.

He hardly have to make his sounds when he chase the mouse.

When day they bought a parrot home and Polly was the name.

Right from the morning she arrived, Calvin's life was not the same.

When Polly know they alone, she chat him all day long.

Calvin said "Please shut your mouth you making to much noise."

"You are louder than a bunch of kids play with a bunch of toys".

Now Polly said "You eat and sleep and then you take a walk,"

"While I am sitting on my perch, so I simply got to talk".

When Polly know they alone, she chat him all day long.

Calvin first was quite annoyed and ready not to fight

But by the way he found it out, he knew that she was right.

So now when Polly talked too much he took a little trap.
 Straight out into the garden went out the quiet path.
 Yes Calvin like to eat and sleeps and Polly like to chat.
 So there was lesson that we learn from the parrot and the cat.

You do your thing and I'll do mine wherever we may be.
 How's that how people get along to live in harmony.

Fidel Charts

[æ]	[ʌ]	[ə]	[oʊ]	[i:]	[e]
parrot chat trap path	Bunch shut	Around parrot arrived alone annoyed along Harmony	Alone	please sleep people	Ready Went lesson
[a:]	[u:]	[ei]	[u]	[ɒ]	[aʊ]
hardly Garden Harmony	Knew	Chase making straight			Around House sounds mouth louder
[ɒ:]	[i]	[ai]	[ə:]		
bought talk or	Hardly kids sitting simply little	Arrived life fight right mine	perch		

IV. Learning Methods

- a. Group Discussion
- b. Peer Assessment

c. Reading

V. Learning Activity

1. Opening

Apperception and motivation:

- Teacher greets the students friendly
- Teacher check the students' attendance
- Teacher opens the lesson by introducing the today's material

2. Main

Exploration

- Students take a narrative text entitled "The Parrot and the Cat"
- Students are asked to read the text.

Elaboration

- The students take the Fidel Charts
- The students are asked to learn it by themselves first.
- The teacher asks the students whether they are understood or not.
- Teacher explains the Fidel Charts list.
- Teacher asks the students to pay attention to her.
- The teacher read and give examples how to pronounce that sounds.
- The teacher asks the students to look at the Chart while the teacher gives them examples how to pronounce that word. The teacher will give them model twice.

- Teacher asks the students to learn how to pronounce that words in groups.
- Teacher controls the groups and give correction using sign if the students make mistakes.
- Teacher encourages the students to realize their mistakes by themselves.
- Teacher asked the students to read the text in choral.
- Students read the text in choral.
- Students are asked to do peer assessment in reading the text .
- Some students are asked to read the text in front of the class.

Confirmation

- The teacher asks the students about everything that they haven't known yet.
- The teacher asks the students to mention vowel sounds found in the text.

3. Closing

- The teacher review today's lesson.
- The teacher together with the students straightens up misconception, provide reinforcement and draw conclusion.

VI. Learning Sources

- d. Laptop & LCD
- e. Fidel Chart list
- f. Cassette/ recording/ CD/ DVD

VII. Assessment

Word	Phonetics Transcription	Vowel's Target
Around	[ə'raʊnd]	[ə] and [aʊ]
House	[haʊs]	[aʊ]
Hardly	['hɑ:d.li]	[i]
Chase	[tʃeɪs]	[eɪ]
Parrot	['pær.ət]	[æ] and [ə]
Arrived	[ə'raɪvd]	[ə] and [aɪ]
Life	[laɪf]	[aɪ]
Chat	[tʃæt]	[æ]
Making	['meɪ.kɪŋ]	[eɪ] and [i]
Kids	[kɪd]	[i]
Sitting	['sɪt.ɪŋ]	[i]
Simply	['sɪm.pli]	[i]
Alone	[ə'ləʊn]	[ə] and [oʊ]
Annoyed	[ə'nɔɪd]	[ə]
Ready	['red.i]	[e] and [i]
Little	['lɪt.l]	[ɪ]
Trap	[Træp]	[æ]
Straight	[streɪt]	[eɪ]
Garden	['gɑ:.dən]	[ə]
Went	[went]	[e]
Path	[pæθ]	[æ]
Lesson	['les.ən]	[e] and [ə]
Along	[ə'lɒŋ]	[ə]
Harmony	['hɑ:.mə.ni]	[ə] and [i]

Total item: 32

APPENDIX 7D

LESSON PLAN 4 Control Group (Fidel Chart)

School Identity	: SMP N 32 Semarang
Subject	: English
Class/ Semester	: VIII/ II
Skills	: Reading
Time Allotment	: 40 minutes
Date	: Week 2

Standard Competence:

READING

11. Memahami makna dalam esei pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

SPEAKING

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

Basic Competence:

READING

11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

SPEAKING

10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative

I. Indicators

- Membaca bacaan naratif dengan intonasi yang tepat
- Melafalkan kata-kata yang memuat vowel dengan tepat dan akurat

II. Learning Objectives

By the end of the lesson, students are able to differentiate how to pronounce at least 72% of the given English words containing vowels [u] and [u:], [e] and [æ], [ou] and [ɔ], [ɪ] and [e], [e] and [ə], [aɪ] and [e], and [ɪ] and [e] correctly.

III. Learning Material

The Fox and the Grapes

Freddy the fox saw a beautiful grapes
Which hung very high on the vine
They all were so sweet and juicy to eat
And he said that “those grapes should be mine”
He leaped to the left, he leaped to the right
He did a high jump on a run
He skip and he up
The fruit that he flopped
But he couldn't either get one

Terry the tortoise and Milly the mouse together with Billy the hen
All gathered around not making a sound and watched Freddy do it again.
He leaped to the left, he leaped to the right
He did a high jump on a run

He skip and he up
The fruit that he flopped
But he couldn't either get one

He looked so funny, they all had to laugh
Which made Freddy angry at still
He said "One more try and I'll go so high and I'll get those grapes yes I will"
He leaped to the right, he leaped to the right
He did a high jump on a run
He skip and he up
The fruit that he flopped
But he couldn't either get one

He picked himself up and brushed himself off
As cool and as calm as can be
And they heard him says he stroll the way
"Those grapes looked too sour for me"
A story about the fox and the grapes
Those prove to us all moral lesson
That some fox can quit to say that they hate
Whatever they cannot hold this

Fidel Chart:

[æ]	[ʌ]	[ə]	[oʊ]	[i:]	[e]
gathered laugh angry	hung jump funny brushed	Together gathered moral lesson	Stroll hold	Sweet leaped either	together again lesson
[ɑ:]	[u:]	[ei]	[ʊ]	[ɒ]	[aʊ]
Flopped Watched calm	Juicy fruit cool prove	Grapes Again hate	Looked	Moral	sound sour
[ɒ:]	[i]	[ai]	[ə:]		
Fox	skip picked himself Quit	vine high try high			

IV. Learning Methods

- a. Group Discussion
- b. Peer Assessment
- c. Reading

V. Learning Activity

1. Opening

Apperception and motivation:

- Teacher greets the students friendly
- Teacher check the students' attendance

- Teacher opens the lesson by introducing the today's material

2. Main

Exploration

- Students take a narrative text entitled “The Fox and the Grapes”
- Students are asked to read the text.

Elaboration

- The students take the Fidel Charts
- The students are asked to learn it by themselves first.
- The teacher asks the students whether they are understood or not.
- Teacher explains the Fidel Charts list.
- Teacher asks the students to pay attention to her.
- The teacher read and give examples how to pronounce that sounds.
- The teacher asks the students to look at the Chart while the teacher gives them examples how to pronounce that word. The teacher will give them model twice.
- Teacher asks the students to learn how to pronounce that words in groups.
- Teacher controls the groups and give correction using sign if the students make mistakes.
- Teacher encourages the students to realize their mistakes by themselves.
- Teacher asked the students to read the text in choral.
- Students read the text in choral.

- Students are asked to do peer assessment in reading the text .
- Some students are asked to read the text in front of the class.

Confirmation

- The teacher asks the students about everything that they haven't known yet.
- The teacher asks the students to mention vowel sounds found in the text.

3. Closing

- The teacher review today's lesson.
- The teacher together with the students straightens up misconception, provide reinforcement and draw conclusion.

VI. Learning Sources

- a. Laptop & LCD
- b. Fidel Chart list
- c. Cassette/ recording/ CD/ DVD

VII. Assessment

Word	Phonetics Transcription	Vowel's Target
Grapes	[greɪps]	[eɪ]
Vine	[vaɪn]	[aɪ]
Juicy	['dʒu:si]	[ɪ]
Either	['i:ðə]	[ə]
Together	[tə'geð.ə]	[ə] and [e]
Gathered	['gæð.ə]	[æ] and [ə]
Again	[ə'geɪn]	[ə] and [eɪ]
Skip	[skɪp]	[ɪ]

Funny	['fʌn.ɪ]	[ɪ]
Laugh	[læf]	[æ]
Angry	['æŋ.gri]	[æ] and [ɪ]
Try	[traɪ]	[aɪ]
High	[haɪ]	[aɪ]
Picked	[pɪk]	[ɪ]
Himself	[hɪm'self]	[ɪ] and [e]
Cool	[ku:l]	[u:]
Stroll	[stroʊl]	[oʊ]
Prove	[pru:v]	[u:]
Moral	[mɒr.əl]	[ɒ] and [ə]
Lesson	['les.ən]	[e] and [ə]
Quit	[kwɪt]	[ɪ]
Hate	[heɪt]	[eɪ]
Hold	[hoʊld]	[oʊ]

Total item: 32

APPENDIX 7E

LESSON PLAN 5 Control Group (Fidel Chart)

School Identity	: SMP N 32 Semarang
Subject	: English
Class/ Semester	: VIII/ II
Skills	: Reading
Time Allotment	: 40 minutes
Date	: Week 4

Standard Competence:

READING

11. Memahami makna dalam esei pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

SPEAKING

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

Basic Competence:

READING

11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

SPEAKING

10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan

menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative

I. Indicators

- Membaca bacaan naratif dengan intonasi yang tepat
- Melafalkan kata-kata yang memuat vowel dengan tepat dan akurat

II. Learning Objectives

By the end of the lesson, students are able to differentiate how to pronounce at least 72% of the given English words containing vowels [u] and [u:], [e] and [æ], [ou] and [ɔ], [ɪ] and [e], [e] and [ə], [aɪ] and [e], and [eɪ] and [e] correctly.

III. Learning Material

The Lark and the Farmer

Linda a lark built her nest in a weed field

There is a young man on a farm

She built that because it was quiet and peaceful

A save place away from all harm

One day farmer Smith saw weed tall and golden

Which meant it as right as can be

He said "I'll return with my neighbor tomorrow

and will cut it down one two tree

The young one was scared and he asked what to do

All they knew that their mother would know.

But Linda just smile then she said

“Don’t you worry I’ll tell you when its time to go.”

The following day all the weed was too stunning

Which made farmer Smith shake his head

He said “if I can’t get my neighbor to help me
my brother will help me instead.”

Once more in a panic the young one said

“Mom we must leave before it gets too late.”

She said “It’s not serious yet my good children.

So we’ll just sit here and we’ll wait

The dawn brought no brother to help out the farmer,

And he said “I mustn’t be late.

I’ll harvest the weed by myself in the morning”

Because I can’t wait one more day”

Then Linda said “Children it’s now time to move

For we heard what he is going to do

What farmer Smith learn is a very good lesson

And you should remember it too

When there is a work to do

And you seek help from others

You often get help from no one

So do it yourself and you’ll always discover

It’s the best way to get the job done

Fidel Chart:

[æ]	[ʌ]	[ə]	[oo]	[i:]	[e]
panic	worry stunning brother once brother	peaceful away neighbor tomorrow lesson remember	Golden Tomorrow Down Know Following	Weed field peaceful	Nest meant instead myself lesson remember
[a:]	[u:]	[e]	[u]	[ɒ]	[aʊ]
Lark farm because harm tall harvest	move	away neighbor shake late		tomorrow following	
[ɔ:]	[i]	[ai]	[ə:]		
Dawn brought	built because return instead children harvest remember	Quiet Smile myself	return learn		

IV. Learning Methods

- a. Group Discussion
- b. Peer Assessment
- c. Reading

V. Learning Activity

1. Opening

Apperception and motivation:

- Teacher greets the students friendly
- Teacher check the students' attendance
- Teacher opens the lesson by introducing the today's material

2. Main

Exploration

- Students take a narrative text entitled "The Lark and the Farmer"
- Students are asked to read the text.

Elaboration

- The students take the Fidel Charts
- The students are asked to learn it by themselves first.
- The teacher asks the students whether they are understood or not.
- Teacher explains the Fidel Charts list.
- Teacher asks the students to pay attention to her.

- The teacher read and give examples how to pronounce that sounds.
- The teacher asks the students to look at the Chart while the teacher gives them examples how to pronounce that word. The teacher will give them model twice.
- Teacher asks the students to learn how to pronounce that words in groups.
- Teacher controls the groups and gives correction using sign if the students make mistakes.
- Teacher encourages the students to realize their mistakes by themselves.
- Teacher asked the students to read the text in choral.
- Students read the text in choral.
- Students are asked to do peer assessment in reading the text .
- Some students are asked to read the text in front of the class.

Confirmation

- The teacher asks the students about everything that they haven't known yet.
- The teacher asks the students to mention vowel sounds found in the text.

3. Closing

- The teacher review today's lesson.
- The teacher together with the students straightens up misconception, provide reinforcement and draw conclusion.

VI. Learning Sources

a. Laptop & LCD

b. Fidel Chart list

c. Cassette/ recording/ CD/ DVD

VII. Assessment

Word	Phonetics Transcription	Vowel's Target
Built	[bɪlt]	[ɪ]
Nest	[nest]	[e]
Because	[br'kɑ:z]	[ɪ]
Peaceful	['pi:s.fəl]	[ə]
Away	[ə'weɪ]	[ə]
Golden	['gəʊl.dən]	[oʊ] and [ə]
Meant	['ment]	[e]
Return	[rɪ'tə:n]	[ɪ] and [ə:]
Neighbor	['nei.bə]	[eɪ] and [ə]
Tomorrow	[tə'mɒr.oʊ]	[ə] and [oʊ]
Down	[daʊn]	[oʊ]
Know	[noʊ]	[oʊ]
Following	['fɒl.oʊ.ɪŋ]	[ɒ], [oʊ], and [ɪ]
Stunning	['stʌn.ɪŋ]	[ɪ]
Shake	[ʃeɪk]	[eɪ]
Brother	['brʌð.ə]	[ə]
Instead	[ɪn'sted]	[ɪ] and [e]
Panic	['pæn.ɪk]	[æ] and [ɪ]
Late	[leɪt]	[eɪ]
Children	['tʃɪl.drən]	[ɪ] and [ə]
Brother	['brʌð.ə]	[ə]
Harvest	['hɑ:vɪst]	[ɪ]
Myself	[maɪ'self]	[e]
Lesson	['les.ən]	[e] and [ə]

Remember	[rɪ'mem.bə]	[ɪ], [e] and [ə]
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Total item: 25

APPENDIX 8



PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 32
Jl. Ki Mangunsarkoro No. 1, Telepon 8412113
SEMARANG

Kode Pos 50136

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
Nomor : 070 / 118

Berdasarkan surat dari Kepala Dinas Pendidikan Kota Semarang Nomor : 070 / 701 tanggal 11 Februari 2015 tentang ijin penelitian.

Sehubungan dengan hal tersebut di atas dengan ini Kepala SMP Negeri 32 Semarang menerangkan :

Nama : DZURROH SAPUTRI
NIM : 2201411070
Fakultas : Bahasa dan Seni
Jurusan : Bahasa dan Sastra Inggris
Program Studi : Pendidikan Bahasa dan Sastra Inggris
Perguruan Tinggi : Universitas Negeri Semarang

Bahwa mahasiswa yang namanya tersebut di atas benar-benar telah mengadakan / melaksanakan penelitian dengan judul "Audio Lingual Method Revisited : The Effectiveness of Audio Lingual Method in Teaching Vowel Pronunciation to Junior High School Students (An experimental Research at Junior High School Grade Eight of SMP Negeri 32 Semarang)"

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Semarang, 30 Maret 2015

Kepala Sekolah



Dra. Irena K Rahayu, MM
9600517 198403 2 009

APPENDIX 9

DOCUMENTATION

