

**The Use Of Poetry In Teaching Pronunciation; An Experimental Study At
The Second Grade Students Of Ma Tahzibul Akhlak Sisik
In Academic Year
2014/2015**

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Abstract: This study investigates the use of poetry in teaching pronunciation. The method used in this study was quantitative and qualitative descriptive study. The population of this study was all of the second grade students of MA Tahzibul Akhlak Sisik In Academic Year 2014/2015. The sample of this study was 40 students. The technique that was used to collect the data was test. The data that are needed in this study is the result of post-test. Based on the data gained for experimental group in gained the lowest and the highest score 32 and 88. For the control group gained the lowest and highest score 20 and 66.

The result of data analysis is indicated that the figure of the means score was 47,1 for experimental group and 35,9 for control group. The deviation scores for experimental group was 156,89 and control group was 197,39. It's means that after treatment by using poetry there was a positively significant in teaching pronunciation.

Key Words : *the use of poetry in teaching pronunciation.*

A. INTRODUCTION

It is difficult for Indonesian students to pronounce English words correctly, for example when they are asked to pronounce the word “umbrella” / *ʊmbrelə* / they will pronounce /*umbrella* /. It is because of the differences between their mother tongue and the English. The degree of difficulty in learning is also determined by the degree of difference between the two languages. The greater similarity between them, the less difficult it will be for the students to learn the foreign language (Ramelan, 1985: 5).

Pronunciation is one of the most important parts of English to communicate with others since there are differences between the symbol and its sounds. When we communicate with other people we should not only have a good vocabulary but also have good pronunciation. Therefore, it is important to teach pronunciation. As stated by Harmer (2000: 183) that for all these people, being made aware of pronunciation issues will be of immense benefit not only to their own production but also to their own understanding of spoken English.

The students often find problem with pronunciation when they speak, read, or listen to English words. It might be caused by some factors. One of the factor is students' mother tongue has some differences with English in pronunciation. In their language, there is no difference between its writing and its sound. But it is different in English. Sometimes the sounds are different from the writings. Beside, the teachers' problem is they are not competence in the way of teaching pronunciation. They do not emphasize on the pronunciation, because some of teachers do not aware of their pronunciation. As long as they can speak English, it is enough.

Therefore, the teachers should have several special tricks to make their students motivated to speak English with good pronunciation. The learners need a way of teaching that is enjoyable and practical so that finally they can pronounce English well, for example performing English poetry can get the students integrated to English. It is assumed that they can contribute many things to improve student's capabilities, especially in their skill elements, such as vocabulary enrichment, and speaking. English poetry is believed to have direct influence on the pronunciation skills. The researcher tries to find out whether poetry is effective or not in teaching pronunciation.

B. REVIEW OF RELATED LITERATURE

1. Pronunciation

Pronunciation refers to the production of sounds that is used to make meaning. Dalton (1998: 3) defines pronunciation as the production of significant sound in two senses. First, sound is significant because it is used as a part of a code of a particular language. Second, sound is significant because it is used to achieve meaning in contexts of use.

From the definitions, it can be concluded that pronunciation is the way to sound languages so that meaningful. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra-segmental 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 of speaking.

The way of speaking immediately conveys something to people. Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect. So, learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge, even though listeners are only reacting to their pronunciation. Yet many adult learners find pronunciation one of the most difficult aspects of English to acquire, and need explicit help from the teacher (Morley 1994; Fraser 2000). Surveys of student needs consistently show that our learners feel the need for pronunciation work in class (Willing 1989). Thus some sort of pronunciation work in class is essential.

Most of nonnative speakers of English have learnt English as a part of their formal education, and as a result, all of them are literates. They are able to write and read. This is really different from the condition found in English speaking countries. They learn the pronunciation, intonation, and other supra-segmental features first then finally they learn the spelling of the words.

Although the nonnative speakers of English are literate enough; however, it does not mean that they are literate enough in English language. Therefore, the

learners of English as foreign language should also need to learn about how to pronounce the words of the target language. Harmer (2000: 183) states that pronunciation teaching not only makes students aware of different sounds and sound features (and what these mean), but can also improve their speaking immeasurably. Concentrating on sounds, showing where they are made in the mouth, making the students aware of where words should be stressed – all these things give them extra information about spoken English and help them.

On the other hand, Dalton (1998: 6) also states about the importance of the students to be aware the pronunciation elements. When it comes to a language teaching, it is important to note that there is a difference between what is effective as a point of reference or set of bearings for learning (let us call this a model) and what is presented as an attainable behavioral target (let us call this a norm). The task of pronunciation teaching, as in the teaching of any other aspect of language, is (in these terms) to establish models for guidance, not norms for imitation.

Jones (1922) state that the difficulties of pronunciation are: 'The student of spoken English or any other spoken language is faced at the outset with difficulties of five kinds in the matter of pronunciation. They are as follows: 1) He must learn to recognize readily and with certainty the various speech – sounds occurring in the language, when he hears them pronounced; he must moreover learn to remember the acoustic qualities of those sound; 2) He must learn to make the foreign sounds with his own organs of speech; 3) He must learn to use those sound in their proper places in connected speech; 4) He must learn the proper usage in the matter of the 'sound-attributes' or 'prosodies' as they are often called (especially length, stress and voice – pitch); 5) He must learn to catenate sounds, i.e. to join each sound of a sequence on the next, and to pronounce the complete sequence rapidly and without stumbling.

The usefulness of teaching second/foreign language pronunciation is a widely debated issue in the language teaching world. Purcell and Suter (1980:286) hold that pronunciation practice in the class has little effect on the learner's pronunciation skills and, moreover 'that the attainment of accurate pronunciation in a second language is a matter substantially beyond the control of educators'. Contrariwise,

Pennington (1989) questions the validity of Purcell and Suter's findings, and states that there is no firm basis for asserting categorically that pronunciation is not teachable or it is not worth spending time on teaching pronunciation. However, Stern (1992: 112) maintains 'there is no convincing empirical evidence which could help us sort out the various positions on the merits of pronunciation training'.

Nonetheless, pronunciation is definitely the biggest thing that people notice when a person is speaking. Let us look at an anecdote:

Whenever I spoke to a person in America, they kept asking me "What? What?" I would repeat my sentence again and again. Finally they would say "Ah-ha!" and then say my sentence, using exactly my words! It was very humiliating. I knew my words and grammar were good, but nobody would understand me, just because of my pronunciation (Antimoon.com).

Hence, Gilbert (1995: 1) believes that the skills of listening comprehension and pronunciation are interdependent, and contends 'if they (learners) can not hear well, they are cut off from language. If they (learners) cannot be understood easily, they are cut off from conversation with native speakers.' Likewise, Nooteboom (1983) suggests that speech production is affected by speech perception, and stresses the need of pronunciation in both listening and speaking. Wong (1987) points out that even when the non-native speakers' vocabulary and grammar are excellent, if their pronunciation falls below a certain threshold level, they are unable to communicate efficiently and effectively.

B. Poetry

Poetry (from the Greek *poiesis* with a broad meaning of a "making", seen also in such terms as "hemopoiesis"; more narrowly, the making of poetry) is a form of literary art which uses aesthetic and rhythmic qualities of language such as phonaesthetics, sound symbolism, and metre to evoke meanings in addition to, or in place of the prosaic ostensible meaning (<http://en.wikipedia.org>).

There are as many definitions of poetry as there are poets. Wordsworth defined poetry as "the spontaneous overflow of powerful feelings;" Emily Dickenson said, "If I read a book and it makes my body so cold no fire ever can warm me, I know that is poetry;" and Dylan Thomas defined poetry this way: "Poetry is what makes me laugh or cry or yawn, what makes my toenails twinkle, what makes me want to do this or that or nothing." (Jasmansyah, 2008)

Beside, Cobuild (2001) states poem (poetry) is "a piece of writing in which the words are chosen for their beauty and sounds and are carefully arranged, often in short lines which rhyme."

Actually, there are no comprehensive definitions of poetry. A good definition for the classroom is words in an enclosed form that call attention to themselves. The difference between poetry and regular speech is that most poetry has more meaning per word than prose. Words of a poem have an extra consciousness about themselves. Because a poem is more concise than prose and measured, every word counts. The words a poet uses are specifically chosen and "on purpose." Poetry changes the way in which words normally refer to things in order to make us see things in a new way. "Poetry is concerned with the massiveness, the multidimensional quality, of experience" (Brooks and Warren 6 as cited in Jasmansyah, 2008).

Lafta (2009-2010) provides some reasons why poetry is used to teach English:

- a. Poetry is the type of English which touches our personal feelings most closely.
- b. Poems can help us to assimilate the typical rhythms of a language.
- c. Poems are often very easy to remember.
- d. Poems stick in our minds without conscious effort.
- e. The topics which poems about are in themselves interesting and important.

Lazar (2001) as cited in Obregon (2007), provides an interesting list of reasons for including literature in the classroom. She says that literature can be motivating, encourage language acquisition, give students access to different cultures and sub-cultures, expand language awareness, develop student's interpretative abilities and

most important give students an opportunity to discuss their opinions and feelings. All of these advantages apply to poetry and I would add two more reasons. Poetry relies on special sound effects to create its imagery and there are many short poems which can be advantageously used in one or two class periods of an hour or an hour and a half.

Robertson (2009) states reading poetry aloud is a great way for ELLs to practice pronunciation and fluency, as well as a chance for students to play with rhymes and language. In order to increase confidence and fluency, have students start by reading some poems together as a class. Then have students choose a poem that they enjoy and then practice reading their poems aloud in pairs, experimenting with expression, volume, and speed. After students have had time to practice, listen in and offer some feedback on expression and pronunciation. Once students have one more round of practice, ask students to share their poems aloud with the class.

C. RESEARCH METHOD

1. Research Design

Research design is considered as a "blueprint" for research, dealing with at least four problems: which questions to study, which data are relevant, what data to collect, and how to analyze the results (Philliber, Schwab, & Samsloss, 1980). This research will be conducted by using experimental research method. Experimental research is a research method used to find the effect of any treatment of other indication (Sugiyono: 2010). As Fraenkel & Wallen (1990) stated that experimental research is one of the most powerful research methodologies that researcher can use to establish a cause-effect relationship among variables. It represents a strong chain of reasoning about the links between one variable to another variable. In this research, there are two variables which will be investigated namely independent variable and dependent variable. Best (1977: 93) stated that independent variables are the conditions or characteristics that the experimenter manipulates in his attempt to ascertain their relationship to observed phenomena. The dependent variables are the conditions or characteristics that appear, disappear, or change as the experimenter introduces, removes, or changes independent variables. Besides, Hatch and Farhady

(1982) define independent variable as variable which affects the dependent variable whereas dependent variable which get the effect from independent variable. Concerning the research aims, the questions, and the hypotheses addressed in this research, the variables of this study are:

1. Variable X (Independent Variable) is poetry as the method of teaching pronunciation which affects the dependent variable.
2. Variable Y (Dependent Variable) is the students' pronunciation skill which gets the effect from independent variable.

This research is quasi experimental. As Tuckman (1972) stated, since true experimental research is difficult or impossible to be arranged, the quasi experimental is the best alternative method to organize a research in education world which consists of limitation in assigning sample random. Moreover, in quasi experimental design, research variables, such as human behavior and language learning behavior are more possible to be controlled and investigated (Hatch and Farhady, 1982).

The design of this research is true experimental design which uses Randomized Control Group Post-test Only design. This design consists of two groups which are selected randomly. The first group gets treatment X and the second group does not get treatment X. The group which gets treatment X called experimental group and the group which does not get treatment X called control group (Isaac, 1981: 64-73). In this research, the experimental group will be treated by using poetry, while the other group is the control group will not receive any treatment as the experimental group will. This group will run the teaching and learning process a usual used conventional method. The design of this research is shown as follows:

Randomized Control Group Post-test Only Design

| Sample | Treatment | Post-test |
|--------------------|-------------------|------------------|
| Experimental Group | X = Pronunciation | T ₂ |
| Control Group | Y = Conventional | T ₂ |

The lesson plan and materials related to the pronunciation skill needed during the treatment will be prepared by the researcher for both experimental and control group. In addition, the researcher also manages the teaching procedures by considering the time allotment, students' condition and availability of facility.

The result of the different treatment will be analyzed and compare using statistical computation.

2. Population and Sample

1. Population

According to Sugiyono (2010), the population is the generalization which consists of objects and subjects that have a certain quantity and characteristics defined by researcher to learn and then draw conclusion. Besides, Coolidge (2000: 24) defines population as a theoretical group with the same character or characters. In the same line, Burn (1994) explains that population is a whole group of people or objects which all have at least one characteristic in common and must be defined specifically.

Thus, the population of this research is 160 students from the second year students of MA TAHzibul Akhlak which consist of four classes.

2. Sampling and Sample

Moreover, sample is the representation of population (Sugiyono: 2010). Besides, Coolidge (2000: 24) states that sample is a smaller group of score selected from the population of score.

The sample is selected by simple random sampling. This is part of probability sampling. According to Sugiyono (2010) probability sampling is the selection of source which every sample of population has the same opportunity. The researcher will take only two classes as the sample. Those are VIII A and VIII B. The first one is control group and the second one is experimental group. Each group consists of 40 students.

3. Techniques of Data Collection

Since the design of this research is Randomized Control Group Post-test Only design, the data of this research will be collected through post-test only by using an instrument. According to Frankael and Wallen (1990), an instrument is any kind of device that a researcher uses in collecting data. In collecting the data, the researcher designs the instrument for testing pronunciation. To know the effectiveness of teaching pronunciation by using poetry, the researcher will give pronunciation test. The test combining multiple choice techniques on paper and an audio recorder will be conducted to gain in-depth information on students' pronunciation mastery in terms of both their recognition and their production skill of English individual sounds. The test consists of 54 items to be assessed adapted some format found in various book and other publication adjusted as necessary.

4. Techniques of Data Analysis

Data analysis is the last step in the procedure of research. In analyzing the data from the pre-test and post test, the researcher will use the statistical calculation of T-test. T-test is used in order to find out the significant differences of the result/score of student's achievement in studying pronunciation by using poetry and conventional teaching.

To analyze the data obtained in this research, the researcher uses the statistical analysis. As for data analysis used in this research use formula T-test. As for the formula that is:

1. Calculating the two samples mean score X_1 and X_2 by using formula:

Experimental Group

$$\bar{X}_1 = \frac{\sum X_1}{N}$$

Control Group

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

Miller, S. (2005: 24)

2. Calculating the two sample deviation S_{1^2} and S_{2^2} using the formula:

$$S_1^2 = \frac{\sum X^2}{N} - \bar{X}^2 \quad S_2^2 = \frac{\sum X^2}{N} - \bar{X}^2$$

Where :

\bar{X}_1 = Means score of Experimental Group

\bar{X}_2 = Means score of Control Group

S_1^2 = Deviation of Experimental Group

S_2^2 = Deviation of Control Group

N = Total Number of samples

Miller, S. (2005: 29)

3. Substitute the values of $X_1, X_2, S_1^2, S_2^2, N_1, N_2$ in the computational formula for *t*-test:

$$t_o = \frac{(\bar{X}_1 - \bar{X}_2) \sqrt{(N_1 + N_2 - 2) N_1 \cdot N_2}}{\sqrt{(N_1 \cdot S_1^2 + N_2 \cdot S_2^2) (N_1 + N_2)}}$$

Where :

\bar{X}_1 = Means score of experimental group

\bar{X}_2 = Means score of control group

S_1^2 = Standard deviation score of experimental group

S_2^2 = Standard deviation score of control group

N_1 = Number of sample experimental group

N_2 = Number of sample control group

Miller, S. (2005: 67-68)

D. RESULT AND DISCUSSION

This chapter deal with the presentation of the test result that given to the sample. The followed by the discussion of the test result to find out whether poetry is effective in teaching pronunciation or not.

1. Reasult

The result of data collection is presented in some tables:

Table 1 total score of experimental group

| No | Students | Score of Student | |
|----|----------|------------------|-------|
| | | X_1 | X_2 |
| 1 | MR | 88 | 7744 |

| | | | |
|----|----|----|------|
| 2 | MP | 68 | 4624 |
| 3 | RO | 64 | 4096 |
| 4 | AB | 64 | 4096 |
| 5 | BY | 64 | 4096 |
| 6 | DA | 60 | 3600 |
| 7 | ET | 56 | 3136 |
| 8 | EL | 56 | 3136 |
| 9 | HU | 52 | 2704 |
| 10 | HA | 52 | 2704 |
| 11 | IS | 52 | 2704 |
| 12 | MT | 52 | 2704 |
| 13 | MU | 52 | 2704 |
| 14 | SA | 52 | 2704 |
| 15 | SU | 48 | 2304 |
| 16 | SR | 48 | 2304 |
| 17 | DU | 48 | 2304 |
| 18 | AJ | 48 | 2304 |
| 19 | DE | 48 | 2304 |
| 20 | EV | 48 | 2304 |
| 21 | ER | 44 | 1936 |
| 22 | FI | 44 | 1936 |
| 23 | MR | 44 | 1936 |
| 24 | MA | 44 | 1936 |
| 25 | NU | 44 | 1936 |
| 26 | ST | 44 | 1936 |
| 27 | WI | 44 | 1936 |
| 28 | AP | 44 | 1936 |
| 29 | YA | 40 | 1600 |
| 30 | TO | 56 | 1600 |
| 31 | ST | | 1444 |

| | | | |
|----|--------------|-------------|--------------|
| 32 | MZ | 36 | 1296 |
| 33 | PA | 36 | 1296 |
| 34 | SU | 36 | 1296 |
| 35 | KA | 36 | 1296 |
| 36 | AH | 32 | 1024 |
| 37 | KA | 32 | 1024 |
| 38 | NA | 32 | 1024 |
| 39 | HE | 32 | 1024 |
| 40 | PA | 32 | 1024 |
| | Total | 1884 | 95012 |

Table 2 total score of control group

| No | Students | Score of Student | |
|----|----------|------------------|-------|
| | | X_1 | X_2 |
| 1 | AS | 66 | 4356 |
| 2 | AA | 60 | 3600 |
| 3 | AR | 52 | 2704 |
| 4 | AE | 52 | 2704 |
| 5 | BK | 48 | 2304 |
| 6 | B | 48 | 2304 |
| 7 | D | 48 | 2304 |
| 8 | DS | 48 | 2304 |
| 9 | EK | 48 | 2304 |
| 10 | ES | 44 | 1936 |
| 11 | EP | 44 | 1936 |
| 12 | I | 40 | 1600 |
| 13 | JP | 36 | 1296 |
| 14 | JA | 36 | 1296 |
| 15 | JU | 36 | 1296 |
| 16 | JUM | 36 | 1296 |
| 17 | LF | 36 | 1296 |

| | | | |
|----|--------------|-------------|--------------|
| 18 | MA | 36 | 1296 |
| 19 | ME | 36 | 1296 |
| 20 | MI | 36 | 1296 |
| 21 | AM | 36 | 1296 |
| 22 | AP | 36 | 1296 |
| 23 | AR | 36 | 1296 |
| 24 | AS | 32 | 1024 |
| 25 | BS | 32 | 1024 |
| 26 | DE | 32 | 1024 |
| 27 | DP | 32 | 1024 |
| 28 | DM | 32 | 1024 |
| 29 | ES | 32 | 1024 |
| 30 | FR | 32 | 1024 |
| 31 | FK | 32 | 1024 |
| 32 | IA | 32 | 1024 |
| 33 | JU | 32 | 1024 |
| 34 | JL | 28 | 784 |
| 35 | K | 28 | 784 |
| 36 | KA | 28 | 784 |
| 37 | L | 28 | 784 |
| 38 | MS | 24 | 576 |
| 39 | M | 22 | 484 |
| 40 | MU | 20 | 400 |
| | Total | 1436 | 59448 |

1. Calculating the two samples mean score X_1 and X_2 by using formula:

$$X_1 = \frac{\sum X_1}{N} = \frac{1884}{40} = 47,1$$

$$X_2 = \frac{\sum X_2}{N} = \frac{1436}{40} = 35,9$$

2. Calculating the two sample deviation S_1^2 and S_2^2 using the formula:

$$\begin{aligned}
S_1^2 &= \frac{\sum X_1^2}{N_1} - \bar{X}_1^2 \\
&= \frac{95021}{40} - 47,1^2 \\
&= 2375,3 - 47,1^2 \\
&= 2375,3 - 2218,41
\end{aligned}$$

$$= 156,89$$

$$\begin{aligned}
S_2^2 &= \frac{\sum X^2}{N} - \bar{X}_2^2 \\
&= \frac{59448}{40} - 35,9^2 \\
&= 1486,2 - 35,9^2 \\
&= 1486,2 - 1288,81 \\
&= 197,39
\end{aligned}$$

3. Substitute the values of $X_1, X_2, S_1^2, S_2^2, N_1, N_2$ in the computational formula for t -test:

$$\begin{aligned}
t_o &= \frac{(\bar{X}_1 - \bar{X}_2) \sqrt{(N_1 + N_2 - 2) N_1 \cdot N_2}}{\sqrt{(N_1 \cdot S_1^2 + N_2 \cdot S_2^2) (N_1 + N_2)}} \\
&= \frac{(47,1 - 35,9) \sqrt{(40 + 40 - 2) 40 \times 40}}{\sqrt{(40 \times 156,89 + 40 \times 197,39) (40 + 40)}} \\
&= \frac{11,2 \sqrt{78 \times 40 \times 40}}{\sqrt{6275,6 + 7895,6} (80)} \\
&= \frac{11,2 \sqrt{124800}}{\sqrt{14171,2 \times 80}} \\
&= \frac{11,2 \times 353,271}{\sqrt{1133696}} \\
&= \frac{11,2 \times 353,271}{1064,752} \\
&= \frac{3956,636}{1064,752} \\
&= 3,72
\end{aligned}$$

Effects of two drug one perceptual motor skill, experimenter predicts that drug 1 will produce higher score than drug 2.

4. $df = 20 + 20 - 2 = 38$

2. Discussion

Before concluding the result of this study, this part discusses about the end result of it. There was a big gain between the optimizing of the experimental and control group. It can be seen on the mean score of post-test gained from the same test. The mean score of experimental group is greater than the control group. It clearly indicated that the students of experimental group did the test much better than the students of control group. Since the materials of the test have been presented to the two groups by the same teacher and in the same length of the time. The instructional activities was only distinguished by the technique applied. For the experimental group applied by using of poetry in teaching pronunciation and for control group with the traditional technique.

The computation of mean score of both groups resulted the figure of 2,84. This figure was consulted to the value df. tt on the table df = 38 was 2,04. After distinguishing the both t-value, so t-test is greater than t-table with indicating the different were very significant. This means that after the treatment by using poetry there was a positively significant change in the teaching pronunciation .

Read the gained mean score and the significant effect of the two score. It can tentatively says that the treatment groups is more successful than the control group. Thus, it lead the researcher to arrives at the conclusion of this study.

E. CONCLUSIONS AND SUGGESTIONS

1. Conclusions

- a. The use of poetry in teaching pronunciation an experimental study at the second grade students of ma tahzibul akhlak sisik in academic year 2014/2015 has differences before and after using poetry in teaching pronunciation. It can be seen from the result of data analysis which is indicated the second at the figure of the means score for experimental group was 156,89. The deviation scores for control group was 197,39 where the maximum score of the experimental group.. While, the maximum score of the experimental score of the control group in post-test was 60 and the minimum score was 20.
2. The significant differences between before and after applied poetry in teaching pronunciation at The second grade students of MA tahzibul akhlak

sisik in academic year 2014/2015 can be seen from the mean category It indicated with the result of hypothesis testing (2,84) was higher than t-table (to) in degree of freedom 28 at significant rank 5 % (2,04).

2. Suggestion

Based on the result of research and same other facts found out during treatments the following parts, the researcher would like give suggestion :

- a. It is suggestion in order to keep using poetry especially in teaching pronunciation also in order the application of such method by making the more colorful and attractive.
- b. The headmaster in expected to give suggestion to teacher especially in the teaching and learning process because poetry is useful and helpful in studying English language.
- c. The teacher are expected to use poetryin teaching pronunciation

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