

**IMPROVING STUDENTS PRONUNCIATION ABILITY USING  
ODD ONE OUT GAME**

**(A Classroom Action Research at second year Students  
of SMPN 14 Seluma in Academic Year 2018/2019)**

**THESIS**

Submitted as A Partial requirements for the degree of S.Pd (Serjana Pendidikan)  
In English Language Education



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*“Don’t lose the faith, keep praying keep trying”*

*(Albert Einstein)*

## DEDICATION

*Bismillahirrohmanirrohiim*

*In the name of allah SWT, the most gracious and merciful, all praise and gratitude to Allah SWT who has given strength, patience, easiness, and perseverance in finishing this thesis. Sholawat and salam to our prophet Muhammad SAW, his family and friends who guide us to be muslim. I proudly dedicated this thesis to :*

- 1. My beloved father SABIRIN and my beloved mother SUNARTI, thanks all for your support, encouragement, trust, finance, praying and I love you so much.*
- 2. My beloved sister YEMI HEPRIANTI and RANTI MEIRIANI thanks for your love, togetherness and kindness.*
- 3. My big family, thanks for everything and you are everything that I have, love you all*
- 4. My first supervisor Risnawati, M.Pd and second supervisor fera zasrianita, M.Pd , thank you so much for your suggestions, corrections and ideas during the process of writing this thesis.*
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- 6. My classmate friends PBI-A*
- 7. My great almamater and beloved green campus.*

## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "Improving Students' Pronunciation Ability Using Odd One Out Game (A Classroom Action Research at second year Students of SMPN 14 Seluma in Academic Year 2018/2019)" is real my masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of revealing my thesis and academic degree.

Bengkulu, agustus 2019

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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was the able to finish this thesis entitled “Improving Students’ Pronunciation Ability Using Odd One Out Game (A Classroom Action Research at second year Students of SMPN 14 Seluma in Academic Year 2018/2019)” . peace be upon prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Bengkulu , agustus 2019

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## **ABSTRACT**

**LUSI SUSANTI. 2019.**

**Improving Students' Pronunciation Ability Using Odd One Out Game (A Classroom Action Research at second year Students of SMPN 14 Seluma in Academic Year 2018/2019) Thesis. English Study Program, Islamic Education and Tadris Faculty.**

**Advisor : 1. Risnawati,M.Pd 2. Fera zasrianita,M.Pd**

**Keyword : Pronunciation Ability ,Odd One Out game**

The objective of this research is find out not use of odd one out game can improve students' pronunciation. This is classroom action research that war implemented in SMPN 14 Seluma. This research was carried out in two cycles of actions, namely cycle I, and cycle II. This data collection method used in this research consist of observation, pronunciation test and documentation. The result of data analysis showed that there was improvement from 53.3% become 80% toward students' pronunciation. The students also behave well during teaching and learning process. Thus , the research concluded that odd one out game was efective to improve students' pronunciation.



## ABSTRACT

**LUSI SUSANTI. 2019.**

**Improving Students' Pronunciation Ability Using Odd One Out Game (A Classroom Action Research at second year Students of SMPN 14 Seluma in Academic Year 2018/2019) Thesis. English Study Program, Islamic Education and Tadris Faculty.**

**Advisor : 1. Risnawati,M.Pd 2. Fera zasrianita,M.Pd**

**Keyword : Pronunciation Ability ,Odd One Out game**

Tujuan dari penelitian ini adalah untuk mengetahui penggunaan odd one out game yang dapat meningkatkan penguasaan pengucapan siswa. Peneliti melakukan tindakan kelas yang dilaksanakan di SMPN 14 Seluma. Penelitian ini dilakukan dalam dua siklus yaitu siklus I dan siklus II. Metode pengumpulan data yang digunakan dalam penelitian ini meliputi observasi, tes dan dokumentasi. Hasil analisis data menunjukkan bahwa ada peningkatan dari 53.3% menjadi 80% terhadap penguasaan pengucapan siswa. Dengan demikian, peneliti menyimpulkan odd one out game efektif untuk meningkatkan penguasaan pronunciation siswa.

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# CHAPTER I

## INTRODUCTION

### A. Background of the study

Language is a tool of human communication in daily life that as oral, written, of symbols. It is something that should be mastered by people to continue their life in society. Human beings rely on language to express themselves, communicate with others and know the world.<sup>1</sup> Language is what the members of a particular society speak.<sup>2</sup> In line with the Oxford Learner's Dictionary, language is a system of communication in speech and writing used by people of a particular country.<sup>3</sup> When two people communicate with each other in speech, we can call the system of communication that they employ a code. It is considered to be a human communication system using sounds, symbols, and words to express their ideas or thoughts. On the other hand, humans can tell their ideas and tell what they are feeling through oral or written ways.

In this globalization era, people should be able to communicate well using English in the international world because it has been known that English is one of the famous international languages in the world. It is used for almost all aspects of human life such as education, technology, information, and media.

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1 Wen Qiu. Aristotle's Definition of language. *International Journal of English Literature and Culture*, 2014. Vol 2 (8). P.194-202

2 Wardhaugh, R. *An Introduction of sociolinguistic*. (USA: Black Well Publishing, 1986) P.1

3 Oxford University Press. *Oxford learner's pocket dictionary*. (New York :Oxford University Press, 2010), P.347

,source, busineses, and science. The data show that 50% of the world's in the newspapers over 50% of the world's scientific and technical periodicals and more than 60% of the world's radio stations use English as the medium of communication.<sup>4</sup> As an international language, English has important roles in this modern world. English functions both to absorb and exchange information, science, and technology in international communication.<sup>5</sup>

According to Tarigan in Khasanah there are four skills that should be mastered by EFL learners.<sup>6</sup> They are listening, speaking, reading, and writing. Speaking is the most important one because it needs and involves integrated skills such as listening skill, vocabulary mastery and good pronunciation.<sup>7</sup> It means that there are related skills and without it we will get difficulty in speaking skill.

Good pronunciation is needed not only for speaking skills but also for listening skills. They are the keys to be successful in communicating orally and it means that they affect each other. Imagine when we speak with someone without intelligible articulation, the listeners will get difficulties to interrupt and understand what we are talking. In sum, skills of listening are integrated, and good pronunciation helps anyone in speaking.

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4 Tiwari Saket Raman, *Teaching of English* (S.B Nagia:New Delhi, 2008), P.4

5 Nuruddin, I.K, Seken, L.P. Artini. The effect of numbered together and question answer relationship technique on students' reading comprehension : a comparative study. *E-Journal program pascasarjana Universitas Ganeshha*. 2013.1(1):1

6 Siti Lailatul Khasanah. *The effect of total physical response toward students' young learner listening ability*. 2016(Unpublished thesis of IAIN Bengkulu).P.2

7 Penny Ur. *A course in language teaching ; practice and theory*.(Cambridge:Cambridge University Press, 1996.P.12

Pronunciation is the way pronounce a word and express the feeling. Pronunciation as the production of the sounds used to make meaning.<sup>8</sup> The pronunciation involves intonation, phrasing, stress, timming, rhytm, and voice production. Teaching pronunciation is an impotant aspect in teaching and learning as a particular language. Teaching pronunciation has an important role in oral communication. It is as a vital part of communicative competences. Understanding English pronunciation is a fundemental and vital skill need for those who want to use English language as means of communication.<sup>9</sup> Pronunciation refers to the phonology of language or meaningful perception or production of the sound of the language and how they impact on the listener.<sup>10</sup> In sum , to be successful in speaking oral communication, we need to intelligblr sounds.

The issues of teaching pronunciation bring perspectives on EFL language teachers nowadays. Many teachers believed that pronunciation is important to be taughtfor EFL learners meanwhile other teachers argued that pronunciation is not important to be taught. Teaching pronunciation is also not easy to don which there are many problems in teaching learning process. First, it related to the condition of the students who is not confident to pronounce word orally, Second, the students pronounce the word used their mother tongue. Third , they

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8 Sitoresmi, U, Tongue Twisters in Pronunciation Class. *Journal of Prosiding ICTTE FKIP UNS*, Vol 1(1) ,(2016), P.589

9 Motallebi,s. Pourgharib. The Impact of Audio Stories (Listening Skills) on Pronunciation of EFL, Learners. *International Journal of Basic Sciences &Appllied Research*. Vol ,2(7),(2013), P.707-712

10 Yollanda L, Turumi, jamiluddin, et.al, Using Tongue Twister to Improve the Pronunciation of Grade VIII Students.*E-journal of English Language Teaching Societsty (ELSTS)* Vol 4.p.2



rarely practice to use English in daily conversation. Fourth, the students tend to ignore with their wrong pronunciation. Another problem related to the students interesting to learn English more.

To overcome the problems above, we should find an effective technique in teaching English pronunciation for students. The Tongue Twister is technique which focuses in teaching learning pronunciation for EFL learners. It is a phrase or sentence which difficult to pronounce because similar sound occur but provide the students with enjoyable activities in pronunciation practice.

Base on preliminary observation on February 13<sup>th</sup> , 2018, the researcher found some problems in SMPN 14 Seluma. The researcher interview Velly Tasip as English teacher at the school. She said that second grade has 125 students. The students have some problems in learning English, especially in pronunciation achievement. They have no confidence to pronounce and word orally. They tend to ignore with mistake with their wrong pronunciation and they have no enough technique in pronunciation practice. Beside that, the facility is not enough to develop pronunciation achievement.

The pronunciation ability of second year students of SMP N 14 Seluma still low. This is because the ability of pronunciation is a difficult thing to learn and master by students. Students need a long time to truly master the pronunciation skills. Especially for junior high school students who are still very innocent. Students in junior high school will prefer to imitate the pronunciation of their teacher rather than studying transcription phonemes in

the dictionary. Based on the above reasons, the authors are interested in conducting research with the title” *Improving Students’ pronunciation Ability Using Odd out game (A Classroom Action Research at Sesond Year Students of SMPN 14 Seluma in Academic Year 2018/2019)*”

## **B. Identification of the problem**

The researcher some information about the problems of English in teaching and learning process at SMP 14 seluma focusing on the second year students ,The problems is related to the students’pronunciation ability as follow:

The first problem is relat to the students were difficult to pronounce English correctly because still being influenced by their mother tongue. The second problem is the students will unfamiliar to make English conversation because difficult to find someone who could be partner in practice english. The third problem is the students have lack motivation in learning English. The problem fourth were incomplete facilities which need by the students in learning English. the last problem strategies that used by teacher in teacing English were not interesting.Furthermore in this research, the research offered odd one out game as new game to improve their English pronunciation.

## **C. Limitation of the Problem**

The problem of this research will be limited on the use of odd one out game technique in teaching English pronunciation, the improve of English pronunciation ability the second year students’ pronouncation of SMPN 14

Seluma, and the students' response toward the use of odd one out game technique in their learning pronunciation.

#### **D. Research Question**

Based on background above, the research question of this research is:  
*“how does odd one out game improve the second year students' pronunciation of SMPN 14 Seluma in academic year 2018/2019?”*

#### **E. The Objective of the Research**

The objectives of this research is :” *to find out whether or not odd one out game can improve the second year students' pronunciation of SMPN 14 Seluma on academic year 2018/2019”.*

#### **F. Significance of the study**

There are some significances of this study that is benefit for the students, teacher ,school, and researcher:.

##### 1. For English teachers

The English teacher can use one out game as a technique in teaching learning process of pronunciation in order to motivate the students, and make teaching and learning process easier, fun and enjoyable.

##### 2. For researcher

The study can be a starting point to develop the teaching method which applies in the school.

## **G. Definition of key terms**

In order to avoid misunderstanding the writer give the key terms related to the study as follow :

1. Improving is "Improve" is an English word that means "make things better", while "improv" can be short for the English word "improvisation" or the Indonesian word "improvisation". Pay attention to the difference. So if someone says (especially in the performing arts) "Just improve ..." it's better to ask what they mean: is "making things better" or "improvising".
2. Pronunciation ability is the way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect ("correct pronunciation"), or simply the way a particular individual speaks a word or language.
3. Odd one out game is divide your class into two teams and have them form two lines in front of the board. Write the first set of four words on the board. The students at the front of the line must read the set of words, race to the board once they have identified the word that sounds different and circle it. student to circle the odd word scores a point for the team.
4. Classroom Action research is about working towards practical outcomes, and also about creating new forms of understanding, since action without understanding is blind, just as theory without action is meaningless.

## CHAPTER II

### LITERATURE REVIEW

#### A. The concept of Pronunciation

##### 1. Definition of English pronunciation

To be successful in oral communication, pronunciation mastery is as fundamental key for EFL learners. Wong puts all aspects of English pronunciation into the perspective of a communicative, interactive, whole language view of human speech.<sup>11</sup> Pronunciation defined as production of sounds that we use to make meaning.<sup>12</sup> It means as a sub skill in speaking, good pronunciation is essential and contributes to listeners understanding. When someone is not able to produce intelligible sounds, he may create different meaning.

Pronunciation refers to the way we pronounce word. Speakers who are good in pronouncing tend to easily understood by the hearers. According to Son and Dent in Haryanto defined that pronunciation is a way in which a language or particular word or sound is spoken.<sup>13</sup> According to Yates in Sitoresmi pronunciation is defined as production of the sound used to make

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<sup>11</sup>Brown, H.D. *Teaching by principle; an interaction approach to language pedagogy*. (Longman :San Fransisco, 2007), P. 340

<sup>12</sup>Sitorisme, U. Tongue twisters in pronunciation class. *Journal of Prosiding ICTTE FKIPUNS*, Vol 1(1), (2016), P. 589

<sup>13</sup>Endang Haryanto. *Improving Students' Pronunciation Achievement Using Drilling Technique*. 2012. (Unpublished thesis of IAIN Bengkulu). P.6

meaning.<sup>14</sup> That is why we have to be able to pronounce acceptable messages to the hearers in order the hearer understand what we pronounce so they can give correct responses. Pronunciation sound refers to production of sound which are used to make meaning”.

According to Jones in Haryanto stated pronunciation comes from the verb pronounce, which means to utter articulate a sound or a word or syllable with the reference to the production of sounds and placing of stressing and intonation.<sup>15</sup> From this, pronunciation is part sounds production that includes words, intonation, and sounds language. Intonation refers to the way of the voice up and down in pitch when we are speaking and the rise and fall of our voice as we speak.

Intonation or the tone of speaking indicate particular meaning. Colantoni explained implicitly through his study, first language intonation effected the meaning in second language. It indicates that the intonation in first language and second language are used to express messages, and the intonation from meaning. That is why EFL learners also have to know when the up and down intonation are used.

Stressing and rhythms also indicate meaning. Stress means speakers of English make certain syllables and words. Stress the amount of energy or

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14 Sitorismi Ulupi. *Tongue twisters in pronunciation class. Journal of prosiding ICTTE FKIP UNS, Vol.1 (1),(2016),P. 589*

15 Op Cit. Endang Haryanto. P.6

effort that we use to pronounce words that are important in a sentence. We have to use words' and sentences' stress to emphasize the meaning.

Lund explained that pronunciation is the aspect of language that calls for a close interaction between the cognitive and psychological process. In acquiring new sounds we are also dealing with a complex re-organizing of articulatory process. Good English pronunciation makes people understand easily toward what we are saying mean while poor English pronunciation may confuse people, and it makes people misunderstanding when we are communicating.

According to one study pronunciation in Gowrie et al, pronunciation is spoken language which used by people, or the way of someone mentions to a word. Pronunciation also can be defined as “ way in which a language or a particular word or sound is spoken” (Oxford dictionary). Nevertheless, pronunciation must be known as more than correct production of phonemes since it has a crucial part of communication.<sup>16</sup>

Pronunciation is view as a sub-skill of speaking. it can realized that pronunciation is sounds that produced when speaking. Clear pronunciation can make communicate in target language affectively mainly in English.

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16 Gowrie, et al.2012. Consonant Cluster Cards-A Tool to Enhance pronunciation. *International journal Science Research*, 1(7). Retrieved on april 7,2014 from <http://theglobaljournals.com/ijsr/file.php?val=December> 2012 1354295214 26e0 8 21.pdf

Even though, it should be mastered in the same light as grammar, syntax, discourse and other skills.<sup>17</sup>

To obtain a good communication with others, pronunciation is not only focused on the sound of a word but also its meaning. Pronunciation refers to the phonology of the language or the meaningful perception and production of the sounds of that language and how they impact on the listener. Since both of them have a relation which cannot be parted. If only concern of them, the targeted communication which is hoped will not only be achieved.<sup>18</sup>

## 2. Features of pronunciation

Numerous applied linguists assert that pronunciation is basically include both segmental and supra segmental features although they have set up the priorities differently. In this case of comfortable intelligibility, for example, pronunciation teaching covers the nature of speech sound (consonant and vowels), stress, rhythm, intonation and connected speech. According to Kelly the features of pronunciation are divided in two parts.<sup>19</sup> They were phonemes (segmental) and suprasegmental features.

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17 Gilakjani, Abbas Pourhosein 2002. *Goals of English pronunciation instruction*. International journal of language teaching and Research 1 (1). Retrieved on June 16, 2004 from <http://researchpub.org/journal/ijltr/number/voll-nol-1.pdf>

18 Burne, Anne and Claire, Stephani 2003. *Clear speaking pronunciation for teachers*. Sydney: Macquarie University. p. 05

19 Gerald Kelly. *How to teach pronunciation* (England: Longman, 2000), p. I



## a. Phonemes

A phoneme is a sound which is significant in a language.<sup>20</sup> Phonemes are the different sounds within a language<sup>21</sup> and we explore them when we are talking and we are listening. Phonemes show the meaning of the word that we speak. Therefore, when we are wrong in pronouncing a word, we tend to that there explore different meanings. For example, when we would like to say soup that has phoneme /ʊ/, and we would like to say shop. Each of these words almost has the same phonemes. Consequently, we should know how to utter the words unless we will create misinterpretation to the hearer. On the other hand, Hancock stated that phonemes are sounds which are significant in language. Furthermore, he gave an example in a minimal pair. The two words differ only in a phoneme. He also said that every language has different phonemes. For example, in Indonesia, there are no phonemes /θ/ and /ð/. But both of the phonemes are found in English such as on *think* (θ), and *they* (ð). Kelly explains that phonemes are divided into consonants and vowels.<sup>22</sup>

### 1. Consonants

Hancock's consonants are sounds made by blocking the flow of air coming out from the lungs.<sup>23</sup> For example: *p, b, ch, d, k, g*, and so on. Furthermore, Kelly stated that the consonants themselves

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<sup>20</sup>Mark Hancock. *Pronunciation Games*. (Cambridge: Cambridge University Press, 1987), P.5

<sup>21</sup>Op. Cit. Gerald Kelly. P.1

<sup>22</sup>Gerald Kelly. *How to teach pronunciation*, (England: Longman, 2000), P.2

<sup>23</sup>Mark Hancock. *Pronunciation Games*, (Cambridge: Cambridge University Press, 1987), P.5

consist of two categories. They are voiceless and voiced sound. Voiced sounds occur when the vocal cords in the larynx are vibrated. It means that if we would like to prove whether the sound is voiced or not by putting two of our fingers on Adam's apple. If we feel vibration on it, it means we produce voiced sound. Mean while, the unvoiced sound is on the contrary, when we put our fingers on Adam's apple and we felt there is no vibration. For example, when we say (sssss)in very long time.

## **2. vowels**

Hancock vowel sounds are sounds produced when the flow of air from the lungs is not blocked and the vocal cords are vibrating.<sup>24</sup> Different vowel can be changed by changing the position of the tongue. Vowel sounds are produced depends on which the tongue is raised and how far it is raised. Kelly stated that vowels involve a movement from one vowel to another such as on word 'late' that has phonemes 'ei. It is also called diphthong.<sup>25</sup> According to him, all of them are voiced. He also stated that there are categories of vowels. They are single vowels and diphthong.

### **b. Suprasegmental**

According to Kelly suprasegmental features refers to features of speech which generally apply to groups of segmental and

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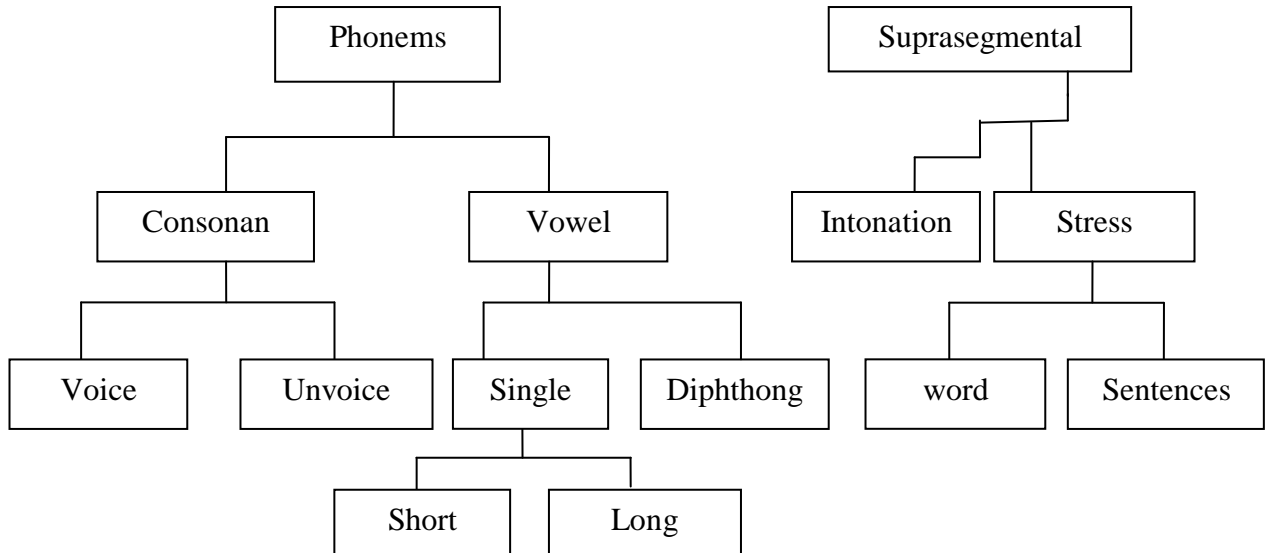
24 Ibid. Mark Hancock.p.6

25 Op .cit.Gerald Kelly.p.2

phonemes.<sup>26</sup> These features are very important in English. They involve stress and intonation. Hancock intonation is the pattern of prominence and tone in speech.<sup>27</sup> It is used to convey extra meaning in speech beyond the meaning of the words. For example the intonation we use when we express exclamation sentences such as *how nice you are!* Meanwhile, tone is the melody of speech that is the rising and falling in pitch. Tone is also used to add extra level of meaning to what is said. For example, *sumatra is an island in indonesia, isn't it?*

According to Kelly the features of pronunciation can be described as the figure bellow.

**Figure 2.1. Features of Pronunciation**



<sup>26</sup> Gerald Kelly. *How to teach Pronunciation*.(England:Longman,2000),P.2

<sup>27</sup> Mark Hancock. *Pronunciation Games*. (Cambridge: Cambridge University Press, 1987),P.4

## 1. Manner of Articulation

According to Carr in Haryanto manner of articulation is specifies according to structure or degree to which the articulators impede the flow of air.<sup>28</sup> From this opinion, it means that manner of articulation is the way how we put articulators when we pronounce phonemes that there are in words. Furthermore, he classified the degree of stricture into three principles. First , Completely closure, where the articulators seal off the flow of the air completely. This sound refers to stop or plosives. Second, Close approximation, where the articulator come very close to one another without actually sealing of the escape of air , such that turbulence, and thus audible friction, are produced; these sound are called fricatives.ird, Open approximation, where the articulators are not sufficiently close to induce trubulence and audible friction; such sounds are called approximants. They normaly defined as being voiced.

Beside that , Kelly explain that there some place of articulation.<sup>29</sup> (1) Bilabial, using closing movement of both lip, such as (p) and (b). (2) Labiodentals, using the lower lip and the opper teeth, auch as (f) and (v). (3) Dental, the tongue tip is used either between the teeth or close to the upper teeth, such as ( $\theta$ ) is

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<sup>28</sup>Endang Haryanto. *Improving Students'pronunciation using Driling Technique*.2012.P.11

<sup>29</sup> Gerald Kelly. *How to teach pronunciation*.(England:Longman,2000),P.6

voiceless dental fricatives ( $\delta$ ) is voiced. (4) Alveolar, the blade of the tongue is used close to the alveolar ridge, such as ( $t$ ) and ( $s$ ). (5) Palato-alveolar, the blade (tip) of the tongue is used just behind the alveolar ridge, such as ( $tʃ$ ) and ( $dʒ$ ). (6) Palatal, the front of the tongue is raised close to the plate, such as ( $j$ ). (7) Velar, the back of tongue is used against the soft plate, such as ( $k$ ), and ( $\eta$ ). (8) Glotal, the gap between the vocal cords is used to make audible friction, such as ( $h$ )

According to McMahon, manner articulation is the way how we produce sounds by moving the articulators.<sup>30</sup> In addition, he has divided manner of articulation into three types. First, Stops, Stops sound happens when articulators actually touch, stopping air flow through the oral cavity completely for a brief period. Such as : ( $T$ ) *tea*, ( $k$ ) *key*, ( $p$ ) *pea*, and so on. Second, Fricative. Fricative sound happens when articulator, actives and passives are brought close together, but not near enough to totally block the oral cavity. Example, when we pronounce [ $f$ ] *five*, [ $s$ ] *size* [ $v$ ] *van* and so on. Third, Approximants. McMahon stated that approximants happen when active and passive articulator never becomes sufficiently close to create audible friction. Moreover, he stated that there were four approximants phonemes in English. They are ; / $w$  / *wet*, / $r$  / *red*, / $j$  / *yes* /  $\int$  / *let*.

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30 April McMahon. *An Introduction to English phonology*. Edinburgh University Press. 2002. P. 28

## 2. Place of Articulation

Kelly classified that articulation of phonemes divided into two types.<sup>31</sup> First, The Articulation of Vowels. Vowels are produced when the air stream is voiced through the vibration of the vocal cords in the larynx, and then shaped using the tongue the lips to modify the overall shape of the mouth. The position of the tongue is a useful reference point for describing the differences between vowel sounds. Close, mid, and open refer to distance between the tongue and the roof of the mouth. Front, center, and back and their correspondent vertical 'lines' refer to the part of the tongue.

The position of each phoneme represents the height of the tongue, and also part of the tongue which is raised. For example sound /i/ bread. It is pronounced when the front of the tongue is the highest part, and is near the roof of the mouth /æ/ hat. It is pronounced or produced when the front of the tongue is the highest part, but the tongue itself is low in the mouth. /ɒ/ dog, it is pronounced or produced when the back of the tongue is highest part but the tongue itself is low in the mouth. /u/ food. It is produced when the back of the tongue is the highest part, and it is near the roof of the mouth.

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31 Op .Cit. Gerald Kelly.P.5

Second , The Articulation of Consonant the consonants articulation can be voiced or unvoiced. For example phonemes / p /and / b / both of them are almost the same. The differences can be seen only on their former letter.

On other hand, MnMahon stated that there are eight places of articulation.<sup>32</sup> First, Bilabial. For bilabial sound, the active articulator is the bottom lips and the passive bottom is on the top lip. These are bilabial sound :/p /,/ b / , / m /. Second , Labiodentals. For this sound, the active articulator is again the bottom lip, but this time it moves up to the top front teeth. The phonemes of this sound involve / f /,and /v /. Third , Dental. In this sound the passive articulator is part of the tongue. In this case , the articulator is at the top front teeth. This sound involves / θ /,/ δ /. Fourth Alveolar. These sounds are produced by the tip or blade of the tongue moving up towards the alveolar ridge. These sounds involve/ t /d /,/ n /,/s /z /r / /j / . fifth , postal velar. These sounds are produced with the blade of the tongue as the active articulators and the adjoining parts of the alveolar ridge and the hard plate as the passive one. Sixth , Palatals are produced by the front of the tongue , which moves up towards the hard plate. This sound include : j & k,

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32 April McMahon. *An Introduction to Englishphonology*.(Endinburgh University Press,2002),p.31

Seventh, Glottal sound like h. The last, Velar k, g ,ŋ as in seek , grabe, wing.

### **3. The Importance of Pronunciation**

Pronunciation is one part of speaking skill that will directly and clearly can observed and known. When someone speaks in Language English then the person who listens will directly identify how is the pronunciation or pronunciation of the person. When someone made a mistake in English pronunciation then thing it will directly be obtained known or detected by the person who listen. Relating to matters in teaching language English, the teacher is a model use of language for their students. Therefore it should be the ability possessed can used as an example of the use of language English is good and right for students.

### **4. The kinds of Pronunciation**

According to Burns prronunciation involves features at the segmental level and the suprasegmental level.<sup>33</sup>

#### **a. Supersegmental features**

Supersegmental peactures relate to sounds at the macro level. Atvence in research developed descriptions of the suprasegmental features of speech extending acroos whole streches of language (prosody). Unlike languages such as vicnamcese of mandarin which are tonal tonal. English is stress timed and syllable-timed(for example, WHAT's his add

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33 Ibid 03



RESS/). Linking , intonation and stress are important features for effective pronunciation at the suprasegmental level.

b. Segmental features

Segmental features to sounds at the micro level. They include specific sounds within words (for example. I as in lamp, r as in ramp, a as in has). The sound systems of consonants, vowels or their combinations are called phonemes, phonemes are sounds that, when pronounced incorrectly, can change the meaning of the word for example pet-pat, about-abort and etc.

## **5. Roles of Pronunciation**

Pronunciation is an essential term in this research. It is, therefore, necessary to define it. In previous studies, even though pronunciation was noted, the detailed definition in each might differ. In general, pronunciation assessment consists of accuracy in segmentals and suprasegmentals and sometimes fluency.

Traditionally, pronunciation is related to expressing referential meaning. Individual sounds with the stress and intonation patterns of the target language form higher level meanings. Pennington and Richards specified three types of pronunciation features: segmental features, voice-setting features, and prosodic features. From a micro-perspective, segmental features consist of individual sounds (i.e. vowels and consonants) and other types of features. Voice-setting features “refer to general articulatory characteristics of stretches of speech” . These features

are habits people form when they speak. For example, some people tend to round their lips more. People in North America generally create resonance with their lips, while other people may use other organs, such as, the throat, more. Prosodic features involve prosody, or suprasegmentals (i.e. stress and intonation), along with “the related coarticulatory phenomena of the blending and overlapping of sounds in fluent speech”.

## **B. Teaching and Learning Pronunciation**

### **1. Teaching pronunciation**

The best way to teach pronunciation is to make it meaningful to students. Teaching is transfer the science from the teacher to learn. Teaching is also the work of the teacher.<sup>34</sup> According to Nasution, teaching divides into three definitions, such as :

- a. Teaching is investing knowledge to someone.
- b. Teaching is conveying some culture to someone
- c. Teaching is an activity to organize or managed a environment and to connect with someone so event process of study.

Teaching is like from teachers' perspectives, the researcher of this text asked numerous practicing classroom teachers to researcher about what teaching means to them. Definition includes self-examination, guidance sharing information, as well as drudgery and disappointment.<sup>35</sup>

### **2. The Strategies of Teaching Pronunciation**

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<sup>34</sup>Nunan .p.125

<sup>35</sup>Arthea J.S. Reed, Verna E. Bergemann, and Mary W. Olson, In *The Classroom An Introduction To Education*,(1998), p.5

Before we discuss more advance,we must know what strategy is the planning of accurate about the activities to achieve the particular goal. Strategy is a thecnique where use to achieve a goal. From these meaning can conclud that in achieving something,teacher must have accurate planning.

### **3. Approaches of Teaching Pronunciation**

The three points that make an approach in language teaching in general are also applicable to approaches to the teaching of specific (structural) areas of the language, though the point ' beliefs about language learning' is usually covered by the communicative post-methods state of the art in language learning and teaching, so that mainly ' beliefs about language' and syllabus design are in question. A famous language area-specific approach is Michael Lewis' Lexical Approach. This approach is based on the assertionthat "language consists not of traditional grammar and vocabulary but often ofmulti-word prefabricated chunks ." Although Lewis suggests few techniques, this view of language, i.e. of language composition, has shaped the state of the art in language teaching as far as vocabulary is concerned.

In pronunciation, this state of the art could be seen as the larger prosodycentered approach described above, but there is still considerable disagreement over which prosodic areas are most important, how they interlock and, in particular,how syllabi can be designed around them . Once such a system is developed,many issues in implementation will arise.

#### **4. Learning Pronunciation**

Learning is a system that aims to help students' learning process, which contains a series of events that are designed, arranged in such a way as to influence and support the occurrence of student learning processes that are internal.

Pronunciation learning must be tailored to each age of the student, because every age level of students has a diverse response both cognitively, emotionally. So the approach and type of assignments given are different, such as children prefer imitation imitation, while adult students prefer a descriptive or analytical approach.

#### **5. The Principle of Pronunciation**

Teaching or learning pronunciation, several principles should be kept in mind. The general principles to help children for learning vocabulary:

- a. Teacher can model how to use strategies and draw childrens'attention explicitly to aspect of staregy use.
- b. Teacher can teach the sub skill need to make use of strategies.
- c. Classroom task can include structure opportunities for using strategies.
- d. Independent strategy use can be rehears in classroom.
- e. .Young learners can be help to reflect on the learning process through evaluating their achievement.

#### **6. The Problem Pronunciation**

Many problems faced by indonesia students to learn The first problem is relat to the students were difficult to pronounce English

correctly because still being influenced by their mother tongue. The second problem is the students will unfamiliar to make English conversation because difficult to find someone who could be partner in practice english. The third problem is the students have lack motivation in learning English. The problem fourth were incomplete facilities which need by the students in learning English. the last problem strategies that used by teacher in teacing English were not interesting. Furthermore in this research, the research offered odd one out game as new game to improve their English pronouncation.

## **7. Teaching pronunciation in Junior High School**

the aim of English teaching and learning is to make students able to communicate both in oral and written in order to face the developmen of science and technology in the global era. The students are expected to master four competencies. listening, speaking , reading, and writing . In addition, other English elements are also discussed in junior high school, including vocabulary, grammar and pronunciation.

Based on the four language skills, the learning of speaking skills related to the ability of pronounciation as it should. Pronunciation ability is one of the important aspects for junior high school students in learning English. A good pronounciation will be the basis for students to be able to master English well. For this reason students must be guided early so that they have perfect pronounciation skills. as one of the mentioned in the school based curriculum(KTSP) that pronounciation is an essential element of

English so it should be placed as one of the aspects which have to be concerned well in the teaching learning process.

### **C. General Concept Odd One Out Game**

#### **1. Definition of Game**

Game is form of play with set rules; children' sactivity when they play with toys, pretend to be somebodyelse.<sup>36</sup> It is also a from of competitive activity or sport play edocording to rules. In longman dictionary of applied linguistics, game in language teaching is an organize activity that usually the following properties:

- a. A particular of assignment or purpose.
- b. A set of rules.
- c. Sense of competition between players.
- d. Sense competition between players by spoken or writen language.<sup>37</sup>

From the definition above, the research concludes that agama is a competitive activity which the players with each other according to set of rules.

#### **2. The advantages of game**

Playing games allows students to explore and become familiar with word and phrases. There are several advantages of using game to teach English are the following:

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<sup>36</sup>Oxford University, Oxford Learner's Pocket Dictinary, (Cambridge: University Press, 1992) p. 181

<sup>37</sup>Jack Richard. P.118

- a. Games help the teacher create context in which the language is useful and meaningful.
- b. Games help the teacher build better class relationship and encourage class participation.
- c. Games provide language practice, review, and consolidation in the various skill listening skill, speaking, reading and writing
- d. Through games, children experiment, discover, and interact.
- e. Games encourage the creative and spontaneous use of language and promote real communication.
- f. Games are enjoyable and challenging but not threatening.
- g. Games promote healthy competition and help students overcome shyness about using the language.

There are many ways to teach English. One of them is by using games. Games are not only for fun but also motivating students to learn English fast and easily. Games are able to facilitate language learning because they help learning to be :<sup>38</sup>

- a. More meaningful, for example by showing how words relate.
- b. More memorable, for example by involving as many approaches to how language is stored as possible, such as mime and movement, the use of color and pattern, personalization, etc.

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<sup>38</sup>Dahir.meningkatkan kemampuan listening skill peserta didik kelas XII SMA Negeri 2 kampar melalui pronunciation "odd one out" game pada teks explanation tahun pelajaran 2017/2018.

- c. More accessible, for example by getting students to make their own language record to suit their individual strategies for reference and access.

### **3. Odd one out Game**

Game can be an interesting activity for students to learn English. By using games, the students do not feel that they learn something through activity. They will feel happy to learn English and not feel difficult. Odd One Out is an English game event based on the American version entitled Knockout. It was broadcast on BBC1 from 16 April 1982 to 19 April 1985 and was hosted by the late Paul Daniels.

The object of odd one out is to guess which one of four items does not belong & why it doesn't belong. After the player has successfully identified the odd one out, he/she can either guess the explanation or challenge his/her opponents to guess. Choosing the correct item would score two points, and figuring out why it didn't belong by guessing the common bond of the other three or a successful challenge is worth three points more, for a total of five points.

Six contestants appeared each week with 3 contestants playing in the first half and the other 3 playing in the second half of the programme. The leader at the end of each game won a chance to play a bonus game for a nice prize.



#### 4. Procedures of Odd One Out Game

According to Paul Daniels, the odd one out game is a game that can be an interesting activity for students to learn English. By using games, the students do not feel that they learn something through activity. They will feel happy to learn English and not feel difficult. Odd One Out is a British game show based on the American version entitled Knockout.

There is how to play the Odd One Out Game as follows:

- a. prepares 4 (four) tables in front of the class. On each table 8 (eight) lines are composed of 4 words with almost the same vowel sound. Each word is written in one piece of paper as shown below:

1.	Meet	Seat	Meat	Sit
2.	take	name	eight	back
3.	pen	me	bean	eat
4.	ow!	house	show	town
5.	art	cat	are	father
6.	mother	pay	wall	say
7.	table	up	took	bus
8.	bread	easy	pet	said

picture.2.1

#### Procedures of Odd One Out Game

- b. Leader asks members who have been divided into 4 groups to line up in front of each table.

- c. Leader plays the words in the first row.
- d. Member in the first row must identify the words and find a word that has a different sound (within 30 seconds).
- e. After completion, member take a piece of paper that reads the different words and attach it to the board.
- f. After that the member return to their ranks and take the last position
- g. If all groups have pasted the paper on the board, the leader and member together correct the results of each group by replaying the sound of the words. Then the member follow the sound.

## **5. Some related previous studies**

There are some previous studies that relevant to this study of pronunciation. Arif hidayat (2014), in his thesis about the use of stress move game in the teaching of pronunciation at SDN Kepunto 02 Semarang, Indonesia. The conclusion of his research showed that there was significant difference in pronunciation ability between the students who were taught by using stress move game and those who were not. It can be seen by comparing the data that was collected on pre-test toward the data after doing post-test. The data on pre-test poor score. It was 42,33, however, after giving post-test the score became 62,66. Based on categories, the class got fair. Another study especially about consonant cluster is the article have

done by (Mark Maxwell-Smith 1982) old one out to enhance pronunciation in international journal of scientific research.

The studies above have similar variable with the research which the researcher would be done. It is pronunciation that especially English consonant cluster. It means that, this researcher must have a relationship. On the other hand, this researcher has differences. They were the game used and aspect of pronunciation. The researcher concerned on the way to improve students' pronunciation especially through odd one out game .

Pronunciation is one of the communicative competence, so it can also improve students' pronunciation. Haruyama (2010) adds that role play and dramas are the best and most appropriate methods to improve one's communicative skills while cultivating awareness of grammatical accuracy. Besides, the use of role play in language classroom is enjoyable for students. Liu and Ding (2009) state that role play is an effective technique to make the language acquisition impressive.

## CHAPTER III

### RESEARCH METHOD

#### A. Design of Research

In this study, the research applied classroom action research (CAR) one important feature of action research is that is carried out participilly by those who are best placed to change and, hopepull, to improve, what goes on in the classrom.<sup>39</sup> Otherwise, the researcher aolved the problem that found in the classrom and improve students' Improving students'pronunciation ability odd one out game. As place to colled the data and impormation, the research chosed second years students of SMPN 14 Seluma in academic yeard 2018/2019. Moreover, the research also had done pre-observation and interview to the english teacher and students of SMPN 14 Seluma in academic year 2018/2019

Kemmis and McTaggart state that classroom action research is a form of collective self-reflective inquiry under taken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of their practices and the situations in which these practices are carried out. The approach is only action research when it is collaborative. It is important to realize that the action research of the

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<sup>39</sup>Nunan,D.(1989).*understanding Language Classroom; A guide forteacher-initiated action*.cambridge.cambridge: university press

group is achieved through the critically examined action of individual group members.

## **B. Responden**

The respondents in classroom action research should be clear in what class and who were they. The respondents of this research were second year students of SMPN 14 Seluma on academic year 2018/2019. There were five classes at this school: class A was 28 students, class B was 15 students, class C was 27 students, class D was 30 students, and class E was 30 students. Based on the data which gotten by the English teacher in SMPN 14 Seluma, class B will be the lowest score in pronunciation odd one out. The researcher chose this class to do the research. There were 15 students 9 female and 6 male.

## **C. Instrumen**

In this research, there were some instruments. They were test pronunciation, observation, interview, and documentation.<sup>40</sup>

### **1. Test pronunciation**

The researcher used test pronunciation with pronounce basic English word, this short test to find out students' ability in pronunciation.

### **2. Observation**

Observation is a method of way of collecting data with systematic supervision against researcher indication. The researcher role as teacher and observer. The researcher composed a note about the process of teaching

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<sup>40</sup>Sudjana.Nana.2006.*penilaian hasil proses belajar mengajar*. Bandung: remaja rosdaiaraya

learning pronunciation through odd one out game strategy. In addition, the sheet observation and lesson plan as guidance when teaching pronunciation and composed her note about the students feeling, thinking, and something they do in English teaching learning process. In this observation the researcher used field note. According to Hopkins field note is a way of reporting observations, reflections and reactions to classroom problem.

### **3. Interview**

The researcher conducted an interview to the teacher and students directly for collecting data to gain information about learning and teaching process.

### **4. Documentation**

The researcher used cameras to take pictures about students' activities when applying odd one out game and to support the observation in teaching and learning process.

## **D. Technique of Data Collecting**

In this research, the researcher used technique to collect the data.

### **a. Construction of the Test**

In construction of the test the researcher will use the following ways:

- a) The data in pre-assessment will be taken to know the students' ability before treatment.
- b) The data will be collected from action 1 and 2. The data aimed to know the students' development in pronunciation ability during the treatments.

## E. Data Analysis Technique

The data is the result of the tests performed by the students, first performed pre-assessment test, then cycle I and II. There are several ways to analysis data, they are:

### 1. Analysis technique for quantitative data

The research took the average of students' pronunciation score to analysis the quantitative data in one cycle. It is used to measure how students' ability on pronunciation. It uses the formula as below:<sup>41</sup>

$$X = \frac{\sum x}{n}$$

$X$  : mean

$x$  : individual score

$n$  : number of students

the research tried to get class percentage which pass the minimal mastery level criterion (KKM ) considering english subject gaints score 70 (seventy five). The formula is :

$$P = \frac{F}{N} \times 100\%$$

$P$  : The class percentage

$F$  : Total percentage score

$N$  : Number of students

In order to get the mean score the researcher could determine the students' qualification inspired and qualification score of achievement of national assessment test of SMP as follows :<sup>42</sup>

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<sup>41</sup>Anas Sudjono, *Pengantar Statistik Pendidikan*,(Jakarta,Raja Grafindo Persada, 2008),

**Tabel 3 .1 Qualification score of students' Achievement**

<b>Qualification</b>	<b>Students' Score</b>
Excellent	90-100
Good	80-89
Moderate	65-79
Low	45-64
Fail	0-45

### **F. Research Procedure**

Kemmis and McTaggart suggest that action research develops through the self-reflective spiral : a spiral of cycles of planning, acting ,obseving, reflecting.<sup>43</sup> Based on that concept, the researcher involved two cycles in this study and each cycle concisted of two sessions in which included planing, action observation, and reflection. The first pre-asesment test well the conducted before the researcher start cycle 1. It was done to filed note the problem where lies the difficulty students in pronunciation, with this test researcher were able to deploy an instruction that must be done to improve students pronunciation.

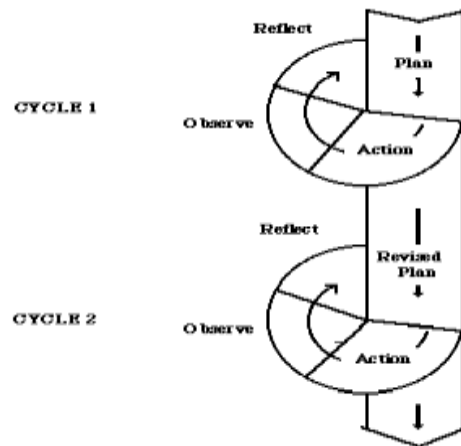
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<sup>42</sup>Brown,H. Douglas. *Language and Assessment Principles and Classroom Practices*. (New York: Longman. 2004)p.249

<sup>43</sup> Broun. P.19



## Classroom action research



**Figure 3.1. Action Researcher Model by Kemmis and McTaggart**

### a. Planning

The researcher chooses one of the material that will be presented, namely Explanation. compose pronunciation related to the material, make a game card, make pronunciation questions, determine the basic score of the individual that is the score before the action.

### b. Acting

The researcher implements a plan that has been prepared. In this case the researcher gave a pre-test at the beginning of the activity. After that the researchers used the Odd One Out Games Pronunciation at the beginning of pronunciation . Following are the steps to using the Odd One Out Games Pronunciation at the beginning of class learning:

#### 1. Pre- Activity

##### 1) Introduction

- 2) The teacher explains the competencies to be achieved and the material to be taught at the meeting is  $\pm$  15 minutes.
- 3) The teacher divides students into 4 groups consisting of 8 people chaired by one leader
- 4) The teacher directs the rules of the game. The steps are as follows:
  - a.) The teacher prepares 4 (four) tables in front of the class. On each table 8 (eight) lines are composed of 4 words with almost the same vowel sound. Each word is written in one piece of paper.
  - b.) The teacher asks students who have been divided into 4 groups to line up in front of each table.
  - c.) The teacher plays the words in the first row.
  - d.) Students in the first row must identify the words and find a word that has a different sound (within 30 seconds).
  - e.) After completion, students take a piece of paper that reads the different words and attach it to the board.
  - f.) After that the students return to their ranks and take the last position
  - g.) If all groups have pasted the paper on the board, the teacher and students together correct the results of each group by replaying the sound of the words. Then the students follow the sound.

## 2. Whilst Activities

- a. The teacher explains the explanation material. The teacher gives pronunciation practice questions
- b. students listen to native speakers speak through recording.
- c. Learners identify the correct meaning and write sentences sent by recording that are heard in the worksheet that has been given.

## 3. Post Activities

- 1) The teacher conducts an evaluation by conducting a quiz that takes approximately 20 minutes, the score obtained by the students in the next evaluation is processed to determine the extent to which students' abilities capture the meaning of the native speaker.
- 2) Teachers together with students reflect on learning on that day while summarizing the material that has been studied.

### **c. Observing**

Observations are made to observe the learning process that takes place in the classroom, in this study that helps researchers in observing are other English language study teachers, observations are made based on the observation sheet.

### **d. Reflection (Reflecting)**

The researcher reflected on the treatment that had been carried out. After conducting research, the teacher discovered the advantages and disadvantages of using Pronouncing Odd One Out games at the beginning of listening cycle I. If in the first cycle there were shortcomings that caused

students not to reach the required standards, improvements would be made to the learning process in the cycle. II

**G. Indicator of success**

- a. This classroom action research would be success if the using of Odd One Out game that will improve second year students' pronunciation of SMPN 14 Seluma in academic year 2018/2019 with the mean score of pronunciation achievment is 75
- b. The teaching and learning process in students' had been effective and mitived students in learning especially students' pronunciation in Odd One Out game.

## CHAPTER IV

### RESULT AND DISCUSSION

In this chapter, the result of research will present. The result show that pronunciation of class VIII students of SMP N 14 Seluma in academic year 2018/2019 will slightly improve. It can be seen from the comparison between result of pre-assessment test and test of cycle II. It will present in the following section.

#### A. Result

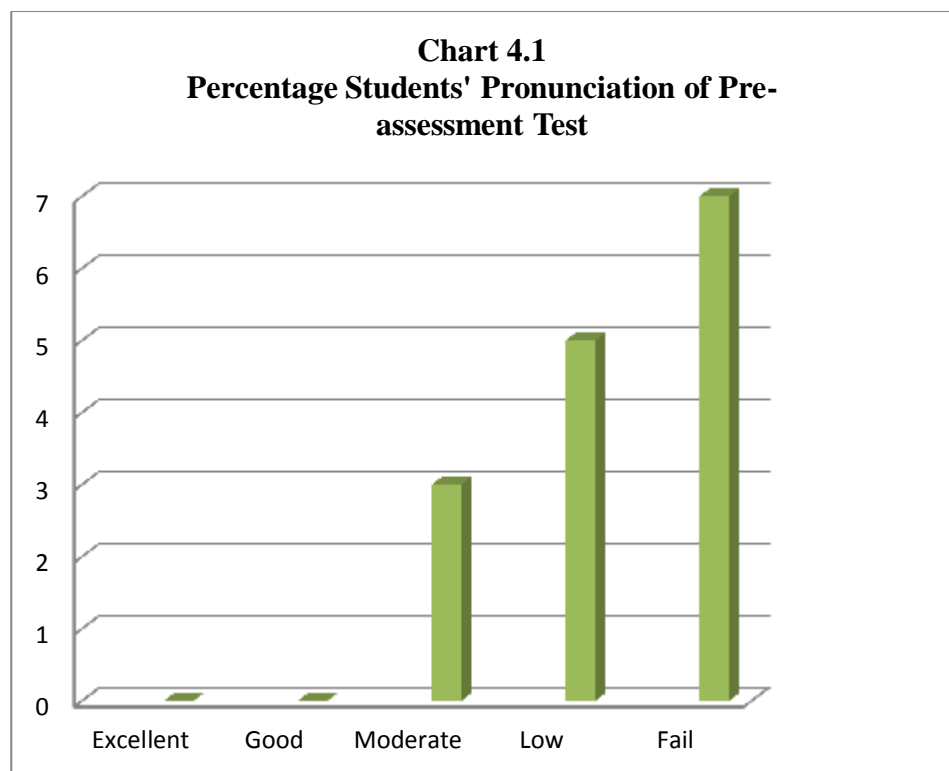
##### 1. Pre-assessment Test

At the beginning of the research, the students were given a pre-assessment test. It will done to get the score of pronunciation before giving the action. The test consist of 50 question of multiple choice items. The test was scored based on five interval categories. The result of the pre-asesment tests core could be seen on the following table.

**Table 4.1. The Result of the Pre-assessment Test**

No	Qualification	Number of Students (15 Students)	Percentage (%)
1	Excellent	0	0
2	Good	0	0
3	Moderate	4	26.7
4	Low	5	33.3
5	Faill	6	40

Based on the table, it show that studentst'pronunciation consisted of 26.7 % moderete (achieved by 4 students),33.3% low (achived by 5 students), and 40 % fail (achived by 6 students). The calculation showet that the average score of students' pronunciation before given the action was 53.3 % which was categorized low. The detail table of the result was displayed in appendix.



## 2. Description of Cycle I

Cycle I was done based on the result of the pre-assessment test. Here both the researcher and collaborator classroom teaching and learning applied teaching pronunciation by improving odd one out game.

### **a. Planning**

The first cycle was held on Mei, 2019. From the pre-assessment test, the result not satisfying. All of pronunciation aspects tested in the test was categorical low again. From learning activity before, researcher and teacher decided to use odd one out game to teach pronunciation. In planning, before applying odd one out game , the researcher had to prepare everything which needed in learning process, these are:

1. Preparing the materials, making lesson plan, and designing the steps in doing the action.
2. Preparing list of the students, Name, and Scoring
3. Preparing teaching purpose
4. Preparing sheets for classroom observation (to know the situation of teaching learning process when the game applied)
5. Preparing test for cycle I(to know whether students' pronunciation will increase or not)

### **b. Implementation**

The implementation of action I was done on mei 8<sup>th</sup> 2019 ,mei 11<sup>th</sup>2019, june 19<sup>th</sup> 2019 and june 20<sup>th</sup> 2019. In this step the researcher applied the lesson plan. The following procedure of action I :

1. Pre-learning activities
  - a. Teachers greet students
  - b. Teacher asks students to read basmallah before starting lesson
  - c. Teacher checks students attendance

- d. Teacher asking the students some question related to the topic
  - e. Introducing some words that related to the tofic to the students
  - f. Dividing the students into several group
2. While learning activities
    - a. The teacher explains the explanation material. The teacher gives pronunciation practice questions
    - b. students listen to native speakers speak through ricording.
    - c. Learners identify the correct meaning and write sentences sent by ricording that are heard in the worksheet that has been given.
  3. Pos learning activities
    1. The teacher conducts an evaluation by conducting a quiz that takes approximately 20 minutes, the score obtained by the students in the next evaluation is processed to determine the extent to which students' abilities capture the meaning of the native speaker.
    2. Teachers together with students reflect on learning on that day while summarizing the material that has been studied.

**c. Observation**

The implementation of the actions in the first cycle was done in four meetings. The meetings were conducted on mei 8<sup>th</sup> 2019 ,mei 11<sup>th</sup>2019, june 19<sup>th</sup> 2019 and june 20<sup>th</sup> 2019. The observation was done in order to know teaching learning activity , students ,activeness, learning



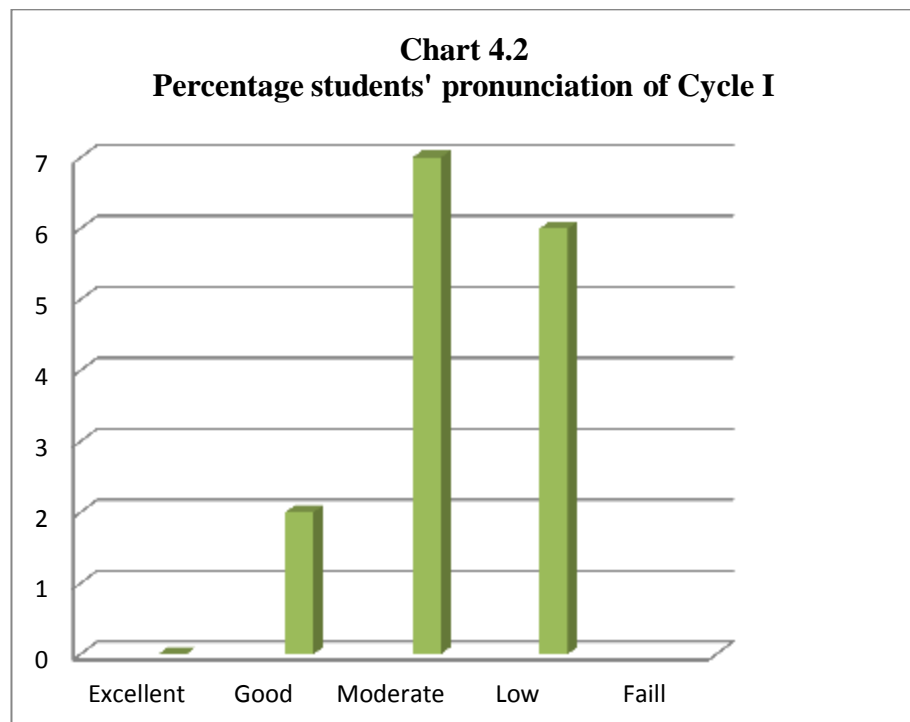
supplies, students' responses and students' participation in learning activity.

**d. The result of testin cycle I**

**Table 4.2. The Result of the Test in cycle I**

No	Qualification	Number of Students (15 Students)	Percentage (%)
1	Excellent	0	0
2	Good	2	13.3
3	Moderate	7	46.7
4	Low	6	40
5	Fail	0	0

From the table above, it showed that students' pronunciation consisted of good 13.3%(achieved by 2 students) 46.7% moderate (achieved by 7 students), and 40% low (achieved by 6 students). The calculation showed that students' pronunciation after given thr action was 69.33%.It was still categorized Moderate in appendix.



#### **e. Reflection**

In the implementation of odd one out game in cycle I, there were some good things that had been achieved. Yet, there were some things that must be reorganized and changed. The following is good things that had been achieved in cycle I.

3. Comparing to the pre-assessment test, the students achievement in mastering pronunciation in cycle I increased, eventhough the average score of the students was still low. At the begining, students' average score was 53.3%, while in cycle I was 69,33%. However, though there was any improvment toward students' pronunciation, the target of this research was not achieved.

### **3. Description of Cycle II**

Cycle II was done as the follow up of cycle I, the researcher was not satisfied with the result of students' score. In cycle II, the researcher tried to be more creative in applying odd one out game in teaching pronunciation to the students. The purpose was to improve the number of active students in odd one out game as well as the students' score. The procedures of cycle II were done as follow:

#### **a. Planning**

The plan of the action for cycle II was the continuation of the action that had been done in cycle I. However , in cycle II, there were some things reorganized. They are:

1. Preparing a set of classroom introduction to implement the action

2. The use of odd one out game in the classroom as a learning activity could attract the students' attention and their involvement in the teaching learning process.
3. The pronunciation aimed to make the students have better pronunciation. In other word, it helped the students in improving their pronunciation to be more accurate. As found in Cycle I, the students ' pronunciation were still poor.

**b. Implementation**

The implementation of action I was done on mei 8<sup>th</sup> 2019 ,mei 11<sup>th</sup>2019, june 19<sup>th</sup> 2019 and june 20<sup>th</sup> 2019. In this step the researcher applied the lesson plan. The following procedure of action II:

1. Pre-learning activities
  - a. Introduction
  - b. The teacher explains the competencies to be achieved and the material to be taught at the meeting is ± 15 minutes.
  - c. The teacher divides students into 4 groups consisting of 8 people chaired by one leader
  - d. The teacher directs the rules of the game. The steps are as follows:
    - a. The teacher prepares 4 (four) tables in front of the class. On each table 8 (eight) lines are composed of 4 words with almost the same vowel sound.Each word is written in one piece of paper.

- b. The teacher asks students who have been divided into 4 groups to line up in front of each table.
- c. The teacher plays the words in the first row.
- d. Students in the first row must identify the words and find a word that has a different sound (within 30 seconds).
- e. After completion, students take a piece of paper that reads the different words and attach it to the board.
- f. After that the students return to their ranks and take the last position
- g. If all groups have pasted the paper on the board, the teacher and students together correct the results of each group by replaying the sound of the words. Then the students follow the sound.

## 2. While learning activities

- a. The teacher explains the explanation material. The teacher gives pronunciation practice questions
- b. students listen to native speakers speak through recording.
- c. Learners identify the correct meaning and write sentences sent by recording that are heard in the worksheet that has been given.

### 3. Pos learning activities

- a. The teacher conducts an evaluation by conducting a quiz that takes approximately 20 minutes, the score obtained by the students in the next evaluation is processed to determine the extent to which students' abilities capture the meaning of the native speaker.
- b. Teachers together with students reflect on learning on that day while summarizing the material that has been studied.

#### **c. Observation**

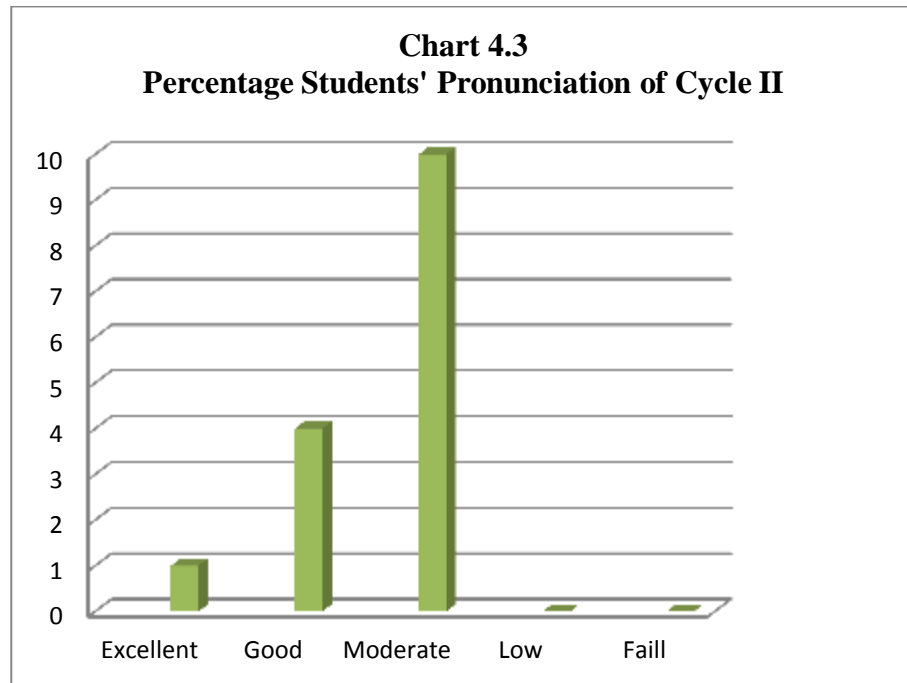
Cycle II consisted of three meetings. The actions were carried on mei 8<sup>th</sup> 2019, mei 11<sup>th</sup> 2019, june 19<sup>th</sup> 2019 and june 20<sup>th</sup> 2019, by applying odd one out game. The use of English during the teaching and learning process had effectively improved students' ability to use the language. They easily understood some expressions usually used in the classroom interaction. It indicated that they had been familiar with the expressions. They also were able to respond or reply my question.

#### **d. The result of test in cycle II**

**Table 4.3. The Result of the Test in cycle II**

No	Qualification	Number of Students (15 Students)	Percentage (%)
1	Excellent	1	6.7
2	Good	4	26.7
3	Moderate	10	66.6
4	Low	0	0
5	Fail	0	0

From the table above, it showed that students' pronunciation consisted of 6.7% excellent(achieved by 1 student), good 26.7% (achieved by 4 students), and 66.6% moderate(achieved by 10 students. The calculation showed that students' pronunciation after given the action was 75.33%. it was still categorized good.



**e. Reflection**

In the implementation of odd one out game in cycle II, there were some improvement that had been achieved. The following are the improvement that had been achieved in cycle II.

1. Comparing to cycle I,the students' achivment in pronunciation in cycle II increased. In cycle I, students average score was 69.33% while in cycle II become 75.33%.
2. Active students increased. It was shown by most of the students' give attention toward teacher's explanation, most of

them active in participating in group, most of them more interact to others and teacher, and most of them understood toward the material given.

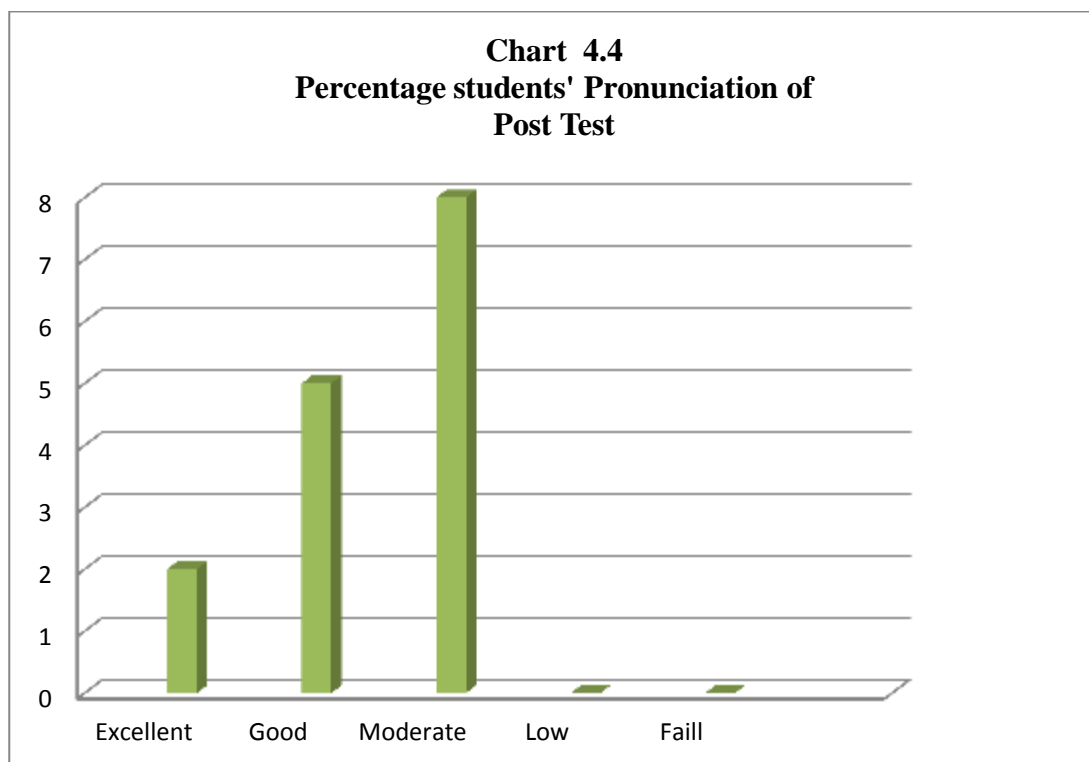
#### 4. Post Test

The post-test had been conducted on mei 8<sup>th</sup> 2019 ,mei 11<sup>th</sup>2019, june 19<sup>th</sup> 2019 and june 20<sup>th</sup> 2019. The researcher carried out the post test at the end of the research in order to investigate that class wide peer tutoring could improve the students' pronunciation. The material in used the Post-Test were accurately the same with the materials in the diagnostic test. The result of the could be seen in the flowing table.

**Table 4.3. The Result of the Post Test**

No	Qualification	Number of Students (15 Students)	Percentage (%)
1	Excellent	2	13.3
2	Good	5	33.3
3	Moderate	8	53.3
4	Low	0	0
5	Fail	0	0

Based on the table, it showed that students' pronunciation consisted of 13.3% excellent (achieved by 2 students), 33.3% good(achieved by 5 students) and 53.3% moderate (achieved by 8 students). The calculation showed that students' pronunciation after given the action 80%. Whice was categorized excellent. The detail table of the result was displayed in appendix.



### 5. The Analysis of The Pre-assessment test and Post-Test

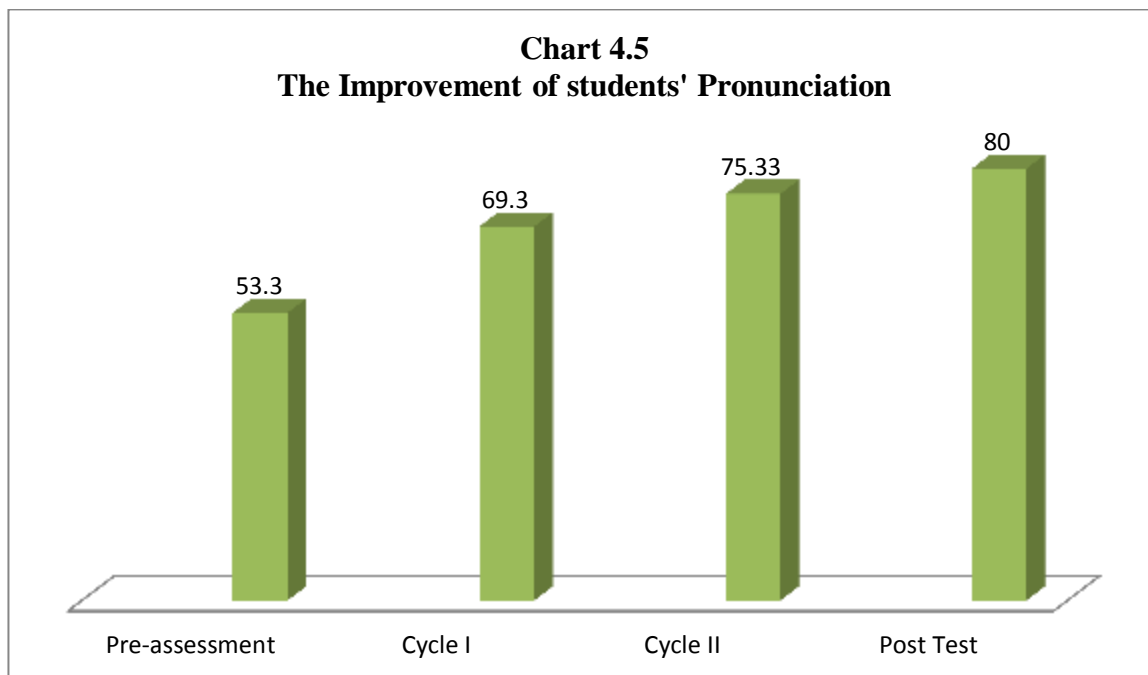
In analyzing the test of pre-assesment test and cycle II , the scores were compared to see wheter the action had an improvement or not.

**Table 4.4 The Analisis of the percentage of Students' Average Score in Pre-assesment test and Post Test**

Percentage of students'	Average scores	Interesting 26.7
Pre-assessment test	Post-test	
53.3	80	

From the able above, the percentage of students' average score of Pre- assesment test was 53.3% and post test was 80%. It could be concluded students' average score in Pre assesment test was smaller that post test. The increasing of student' average score in pre- assesment to post test was 26.7 %.





## **B. Discussion**

Related the observation activities in each cycle with the theory of odd one out game the result of this research showed that the students' pronunciation improved after the action was given to the students. The result of this research also indicated that Using Odd One Out Game in teaching Pronunciation could be useful to increase students' Pronunciation Ability.

The implementation of Odd One Out Game and its supplementary actions were successful in improving the students' Pronunciation during two Cycles. That finding could be inferred from the observations of the teaching and learning process, the interviews with the students and the collaborators, and the questionnaires given at the end of Cycle II. Since action research not merely depends on the process, the English teacher and researcher assessed the students' pronunciation as the product of the teaching and learning process.

As planned before researcher conducted a pronunciation test to know whether the students' pronunciation improved or not after I conducted diagnostic test to the students.

During the implementation of odd one out game in cycle I, the researcher found that not all of the students given attention toward teacher's explanation. It was only few of the students who were active during teaching and learning process. It indicated that the target of the research was not achieved.

During the implementation of odd one out game in cycle II, there were some improvements that had been achieved. The students' achievement in pronunciation ability in cycle II increased. Active students increased. It was shown by most of the students' given attention toward teacher's explanation, most of them active in participating in group, most of them more interact to teacher, and most of them understood toward the material given.

Based on the finding above, the actions in Cycle I AND Cycle II, the cooperation agreed to discontinue the research up to this Cycle. The implementation of odd one out game and the complementary actions successfully accomplished the aim of the actions during two Cycle. The aim of improving students' pronunciation ability was determined based on the field problems and the needs. The actions planned, acted, observed and reflected brought to the necessity of providing the general finding. The findings of these actions could be inferred from the observations of the teaching and learning process and the interviews with the students and teacher. In

summary, the improvement of teaching and learning process during Cycle I and Cycle II.

The actions were implemented, most students became more active in the teaching and learning process. It was proved by students' pronunciation the implementation. The test compared between the students' pronunciation skill before and after the implementation. The mean score of the last post-test (80%) is higher than the mean of diagnostic test (53.3%). It showed that odd one out game effectively improved the students' pronunciation ability.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research finding and discussing in the previous chapter, the researcher draws the conclusion as below:

The pronunciation of second year students of SMPN 14 Seluma in Academic Year 2018/2019 in preassessment test was included “poor” categorized with average score (53.3). After getting actions for two cycles, the students’ pronunciation improved significantly. The students’ score in post-test was included into “excellent” categorized with average score(80). So it was obvious that odd one out game to improve the second year students of SMPN 14 Seluma in Academic year 2018/2019.

#### B. Suggestion

After conducting this research, the research would like to suggest that.

1. For the students

Students should pay attention to the teacher when the teacher conveys the material so that they understand the material.

2. For the teacher

The teacher should teach the students using interesting media, technique, and method so that students enjoy the learning process and understand the material easily. One techniques that the researcher sugessts is odd one out game.

3. For the researcher

The researcher hopes this thesis can be useful for the readers. So the odd one out game is to improve students. Moreover ,the researcher may suggest the next researcher to conduct futher study that can enhance this research because this research actually can be broaden and extendet to other subject and also in different setting.

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