IMPLEMENTATION OF READING POEM PRACTICE TO IMPROVE STUDENTS' PRONUNCIATION AT SECOND YEAR OF SMP N 8 BANDAR LAMPUNG

Oleh:

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Abstract: Poetry is one of materials for teaching pronunciation to help the students to pronounce the words better. The process of teaching pronunciation by using poetry technique is also helpful to improve the students' pronunciation. For that reason, this research is intended to (1) find out the improvement of students' pronunciation after being taught through poetry reading, and (2) find out the students' problems in learning pronunciation through poetry.

This quantitative research is conducted at SMP N 8 Bandar Lampung. The subject was class II D which consisted of 30 students. The data were collected through: try out tests, pretests and posttests. After getting the means of pretests and posttests the researcher compared both means.

The students' scores on pronunciation shows the expected improvement. T1 is 55.66, T2 is 56.13, T3 is 57.46, T4 is 59.36. For example the increase of T3 result is 1.8 after comparing both result of T1 and T3.

Keywords: Reading Poem Practice, Quantitative, and Pronunciation.

INTRODUCTION

There are four skills that should be taught in English for example listening, speaking, reading, and writing. In order to measure the ability of each language skill, the teacher requires the students to perform different ability. For example, to know about the students' achievement of their speaking skills, the teacher usually asks the students to communicate by using English in the class. In the case of reading aloud, the teacher usually asks the students to read a text to know how far the students' mastery of their pronunciation ability. Reading Poetry are specific abilities which help the reader put what they are thinking into words in a meaningful form and to mentally interact with the message.

Pronunciation is defined as the way in which a language is spoken. Reader gain creativity when they can read their own ideas, not copying what has already been oral so that they can be read and understood.

However, the students do not know about this aim because they just read several words without being aware of the pronunciation. The teacher sometimes get confused of how to help the students to develop this skill. It seems that the teacher pays little attention to the teaching of reading especially in the poetry technique. As a result, many students are not able to read because sometimes teacher cannot teach well about poetry lesson or do not know about how to correct the students' pronunciation.

There are several types of text being taught in the school traditional poem and modern poem, and so on. However, in this research, the writer used poetry reading. A poetry reading is a performance of poetry, normally given on a small stage in a cafe or bookstore, although poetry reading given by notable poets frequently are booked into larger venues (amphitheatre, college auditoriums, etc.) to accommodate crowds. One of the factors is the technique in students' pronunciation is low. Most English teacher in the school still uses the traditional technique. They correct the students' pronunciation ability by themselves. By using this technique, the students do not know the mistakes and how to correct them.

Based on the problems mentioned above, the researcher focused on students' pronunciation by using poetry reading practice. The appropriate technique which was used by the writer is poetry reading because poetry reading makes the students are able to learn each other. Poetry reading to give specific and deep comments on their pronunciation. Poetry reading has also been found to be useful to those who provide critiques, helping students to develop pronunciation and their vocabulary and become better able to judge their own reading.

In reference to the statements described above, the writer in this research would like to know whether there is any improvement in students' pronunciation after being taught through reading poem.

This research was conducted in SMP N 8 Bandar Lampung. The subjects of the research are the second year students of the school which consist of 30 students. In this case the writer used one class only. In this research, the students were asked to read the poem with their friend that is close to them. In teaching pronunciation, the researcher used poetry reading as technique in helping the students to have better in their pronunciation. In teaching pronunciation, the researcher used poetry reading as the technique in helping students' pronunciation better.

METHODS

The research was conducted based on the one-group pretest posttest design. In this research, the researcher had one class only. The students had a pretest, 2 treatments and a posttest. The design of the research was described as follows:

T1 0 T2 X T3 0 T4

T1-T3 : Pretest.

T2-T4 : Posttests.

X : Experimental technique

The population of this research was the students of the second year of SMP N 8 Bandar Lampung. The sample is one class from eight class, that is IID which consist of 30 students.

The researcher collected the data by giving a test to the students. She asked them to read the poetry (pre-test). Then, the researcher conducted the treatment by using poetry reading. In the final, the writer asked the students to make a poetry with their own words (post-test).

Furthermore, the instrument in this research is pre-test and post test. It was needed to know the ability of students from the class in pronunciation ability. The researcher asked the students to read a poem text of spring from their practice or performance. After treatments done, post-test was used to measure the increasing of students' pronunciation ability in poetry reading. In the post-test, the researcher asked the students to read a poem of someone from their performances.

The procedure of this research as follows:

1. Determining the population and selecting the samples.

2. Selecting and arranging materials to be taught and tested as a pre-test.

    The researcher chooses the material from the student's handbook, based on the syllabus. The poem was The Pasture.

3. Administering the pre-test.

    Pre-test was needed to find out the students' basic pronunciation ability in reading poem practice. The researcher asked them to read the poem of nature of spring from their performances.

4. Conducting the treatment.

    Firstly, the writer explained about the poetry, she asked the students to read a poem text (nature of spring) in front of class. Next meeting, the writer asked the students to exchange their pronunciation with their poetry. From their friend's correction, each student made a revision. The writer conducted two treatments with the same steps.

5. Administering the post-test.

The post-test was conducted after the treatment. This post-test was similar with the pre-test, students are asked to read the poem text from their practice or performance.

6. Analyzing the data (the result of pre-test and post-test)

Firstly, the researcher gave scores for the students' pronunciation in the pre-test and post-test. After that, she analyzed them by seeing the comparison of the two scores, after and before treatment.

The writer computed the students' score in order to find out the students' pronunciation ability by using reading poem practice:

1. Scoring the pretest and posttest and tabulate the result.
2. Finding the mean of pretest and post test, as follows:

$$m = \frac{\sum d}{N}$$

m   : mean

$\sum d$: total score of students

N   : number of students

3. Drawing conclusion from tabulated result of the tests given by comparing the means of pretest and post test.

RESULTS AND DISCUSSIONS

The writer held four meetings to get the data. The first meeting the researcher conducted the test in order to get the result of test and to know how far the students' ability in reading poem practices. After getting the test, the researcher conducted the treatment of pronunciation in third meeting. In this meeting, the researcher asked the students to performance in front of the class. They corrected their pronunciation and checked how to good reading poetry, then the vocabulary, stress, intonation, and rhythm. After checked their pronunciation, the students got their own pronunciation back and then they revised it based on their pronunciation. In order to avoid the students who have the low pronunciation ability with the other students who also have

the lacks' self confident. The researcher tried to make the students who have the high confident and the low pronunciation each other in order to the high performance students could give their knowledge to the low students pronunciation. Then they were able to learn each other without worry about the teacher who would be angry because of their mistakes. In the fourth meeting, the writer conducted the second treatment with the same steps as the first treatment.

The last meeting the researcher conducted post test. The students read the poem of month once more. After getting the post test, the researcher analyze the result between the pre test and the post test to see the significant improving in teaching pronunciation by using poetry reading.

Table 1. The Increase of Students' Pronunciation in Poetry Reading Practice

A	Pre test Score	Post test Score	The Increase
Fluency	14.23	18.07	3.84
Performance	13.65	17.30	3.65
Vocabulary	12.50	15.19	2.69

The data above showed that there is an increasing in all aspects of pronunciation.

a. Pronunciation

The mean score of this aspect in pretest was 14.23 and the mean score of Content in post test was 18.07. The increase of this aspect was 3.84. It means that there is an increase of students' pronunciation in reading poetry. Reading Poem Practice has proven to improve students' pronunciation ability.

b. Vocabulary

The mean score of this aspect was 12.50 and 15.19 in post test. And the increase of this aspect was 2.69. It means that there is an increase in students' pronunciation in their vocabulary. Poetry Reading has given the influence in students' pronunciation.

From the explanation above, it could be concluded that Poetry Reading has given positive influence in students' pronunciation. The highest increase is on the

pronunciation. The increase could be also seen from the total score of the pre – test to the post – test, from 1485 up to 2165. The mean was from 57.50 up to 83.26.

Table 2. The Increase of Students' Score

	The Score of Pre – test	The Score of Post – test	The Increase	Level Significance
Mean (m)	67.65	84.24	16.59	0.00

From the average score it was attained that there was significant increase of students' pronunciation scores at first year of students who were taught by using Poetry Reading. It was proven by the result of Paired Sample T – test, which showed that the value of two tail significance was less than ɑ (0.00 < 0.05).

The researcher added the learning process as the additional result in order to make sure that there was positive improve of students' pronunciation for students after being taught by using Poetry Reading. And it was proven by analyzing the result of the students' tests and the treatments. Before the treatment, the researcher asked the students to read the poem text of nature who is closed to them i.e. pasture, mother, rake, etc. The first performance was submitted in the second meeting. The researcher gave the score before giving the students' pronunciation test. Then the researcher asked the students to practice in front of class, based on their own level of English proficiency. Before applying the technique, the researcher gave the criteria about the things that should be read by the students. After practice, each students gave their comments back and then revised their own pronunciation based on what they have already heared. This was the first treatment. Then after revising their pronunciation, in the next day, the students submitted their poem. The students practice in front of the class once more and corrected their each pronunciation. This was the second treatment. Next, the students revised their pronunciation then gave it back to the researcher.

After the treatments done, the researcher analyzed students' pronunciation test and saw the result of their work. And based on the result of students' score, it was found that there was a positive improve of students' pronunciation.

Poetry reading is useful to help the students to check their pronunciation. In the correction process, the students are able to get a feedback from their each pronunciation and they will not be shame because of their mistakes. Poetry reading gives more chance for the students to talk and give the opinion about the poetry. It is a technique that enable for them to be responsible in their own reading. The students also can be an expert to give the comments and suggestion for their each pronunciation. Process of learning is worthless if students just put their corrected pronounce away and never look at it again. That is why poetry reading may be very efficient in students' pronunciation. Correcting each other's works is much more challenging than simply copying out correct answers. When two or more students work together on correcting each other's performance, the discussion helps each one to learn from his or her own mistakes. Many students have difficulty in seeing their own mistakes, even if a teacher has given them a signal as to what sort of a mistake it is. Poetry helps students develop their pronounciation ability to see their own mistakes.

And the researcher concluded that there were positive improve in students' pronunciation by using Poetry Reading.

CONCLUSIONS AND SUGGESTIONS

The purpose of this research was to find out improvement of students' pronunciation after being taught through reading poem practice. Based on the research, it was concluded that:

1. The result has proven that the application of Poetry Reading Technique to teach pronunciation through Reading Poem Practice at the second year of SMPN 8 Bandar Lampung can increase students' pronunciation. The result of both before the test and after the test of pronunciation. T1 is 55.66, T2 is 56.13, T3 is 59.36, T4 is 74.46. The increase of T3 result is 3.7 or 12.33%

after comparing both result of T1 and T3. The increase of T4 result is 18.33 or 61.1% after comparing both of T2 and T4 (see also table 5). Although the result of students get improve, only 11 students or 27% of students got lowest score. So, the students can be said succesful in mastering the materials.

2. Based on the questionnaire 87.5% of the students are enthuasiastic and interested in learning pronunciation by using poetry. However, 12 % of the students said that the technique is not interesting. The main problem faced by the students in learning pronunciation through poetry is reading poetry with the right stress, intonation, rhythm 25%. 20% had difficulty in rhythm, intonation and difficulty in listening to the poetry from the cassette. Reading poem practice was effective to improve students' pronunciation.

Suggestions

Based on the finding of the research and the problem previously stated, the researcher would like to propose some suggestions as follow:

1. The teacher should train their listening ability more often by listening to music, poetry, conversation or dialogue from cassette because their listening skill will influence the students' pronunciation ability.

2. T he teacher should give additional time to practice reading poetry properly by emphasizing on stress, intonation, rhythm, relating to the students' difficulties in reading the poetry.

3. To make the students feel confident in reading the poetry in front of the class, the teacher should encourage and give motivation by telling them that they can have good pronunciation and good performance.

4. The students are suggested to read English book, short story, or poetry in English more often to train their pronunciation ability and enlarge their vocabulary

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