

IMPROVING STUDENTS' PRONUNCIATION BY USING MESSAGE IN THE BOTTLE AT THE EIGHT GRADE STUDENTS OF SMP BINA SATRIA MEDAN

Meningkatkan Kemampuan Pengucapan Siswa Menggunakan Pesan Dalam Botol Pada Siswa Kelas Delapan Di SMP Bina Satria Medan

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ABSTRACT

The research of aim was to improve pronunciation ability by using message in the bottle . This kind of research was Class room research consist of two cycles. The subject of this study was 30 students' eight grade students at SMP Swasta Bina Satria Medan. The instrument used data quantitative (Sound Production Test) and data qualitative (Observation Sheet). Based on the record of the test, the students' score improved in every test. In The first cycle, the students' score was 40% and in the second cycle the students' score was 80 %. Based on the data observation, it was found that teaching learning process ran well. After the students' did treatment by message in the bottle, the students' achievement in pronouncing English words improved. The result of the research showed that the used of Message in the bottle in teaching English is effective to improve the students' pronunciation.

Key word: Improving Pronunciation, Message in the Bottle.

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan Pronunciation melalui Message in The Bottle . Jenis penelitian ini adalah penelitian tindakan kelas dengan dua siklus. Subject penelitian ini adalah siswa kelas VIII-B dari SMP Swasta Bina Satria Medan dengan jumlah 30 siswa. Instrument yang digunakan dalam data kuantitatif (Hasil tes suara) dan data kualitatif (Observasi). Berdasarkan analisis data dalam hasil tes suara , siswa mendapatkan skor yang terus meningkat disetiap siklusnya. Dalam siklus pertama hasil yang diperoleh adalah 40% dan disiklus kedua hasil yang diperoleh adalah 80%. Berdasarkan hasil observasi, proses belajar mengajar berjalan dengan baik. Setelah memberikan treatment melalui message in the bottle, pencapaian siswa dalam pelafalan telah meningkat. Hasil penelitian ini telah menunjukkan bahwa menggunakan sebuah lagu melalui message in the bottle sangat efektif digunakan dalam meningkatkan kemampuan pengucapan siswa.

Kata kunci : Meningkatkan Pengucapan, Pesan dalam Botol.

1. INTRODUCTION

The Study Background

Language has an important role in human life because language is a tool of human communication in everyday life. By language a person can convey ideas, thoughts, feelings, or information to others, oral written. According to Wibowo (2001:3) language is a system of symbols that are meaningful and articulate sound (generated). In the era of globalization, English is an import language use in the society, business, economic, politic, and education. All people must

learn English language because English language is an International and as a supporting element for us to socialize with strangers.

Indonesian government has chosen English as the first foreign language to be taught in schools. English language is not easy to be studied by students. Most of the students complaint that English is one of difficult lesson at school. For instance, students felt confuse when they were reading a word in English especially when the teacher asked them to pronounce some words and when they were listening to the native speakers.

Pronunciation is one aspect in supporting the English Language skills, due to speaking in English needed a good pronunciation to be understood Clearly, because the wrong pronunciation will change the meaning of words or sentences. When we communicate with other people, we should not only have a good vocabulary and grammar but also have good pronunciation.

Message in the bottle could be used as a media to support on teaching process for researcher. Message in the bottle is a message written on a scrap of paper, rolled-up and put in an empty bottle and set adrift in the bottle. In this case, a message in the bottle was use by a researcher as a medium to convey a message to students. The message in a bottle could be used as a medium to provide a message such as instructions that would be given to students. By using this media it can increased students' motivation to learn English, especially in pronunciation, students would be more excited and interested.

The Problems of The Study

Based on the background of the researcher above, the problem of this study was formulated as follow “How did message in the bottle could help students' pronunciation skills in English?” The problem proposed in order to know whether the use Message in the Bottle could help students' to learn Pronunciation in eight grade of SMP Swasta Bina Satria Medan

The Objectives of The Study.

The objective of this research is to find out whether message in the bottle can be effective to improve students' pronunciation in English.

The Scope of The Study

In this study, the researcher used pop song to improve student's English pronunciation skill. There are two pop song Attention (Charlie Puth) and Perfect (Ed Sheeran). The researcher do not have ambition to cover all the aspect of using songs to teach pronunciation in English class, but just focused on teaching the eighth grade student to pronounce English sounds.

The Significance of The Study

The finding of the research is expected to be useful for the teachers, students and other researchers. It is expected that the result of the study can be beneficial for the following:

1. The teachers, the result of this study are expected to be a very useful input from them as one of the alternative technique to teach pronunciation.
2. The students, the result of this study is expected to be useful to make them more interested and motivated in improving their pronunciation.
3. The readers who are learning English, the result of this study expected to be useful for them to develop their English, especially in pronouncing English word.

Pronunciation

According to Kelly 2000 said is one that views pronunciation through the constituent parts. He argues that pronunciation has two main features namely phonemes and supra segmental features. Features of pronunciation into two categories. The first is phonemes, there are two branches of phonemes, and they are consonants and vowels. The consonants consist of voiced and unvoiced, while vowels consist of single vowels and diphthongs, and the second is suprasegmental features. There are two kinds of suprasegmental features. They are intonation and stress. Stress consists of word stress and sentence stress.

Assessing Pronunciation

Goodwin as cited in Celce-Murcia (2006) presents three types of pronunciation assessment: diagnostic evaluation, ongoing feedback, and classroom achievement testing.

The Problems in Pronunciation

According to Arini (2009), there are two common mistakes that a learner makes. First, they fail to make long vowels or diphthongs when it is followed by voiced consonants. Secondly, they fail to shorten long vowels or diphthongs when it is followed by voiceless consonants.

Characteristics of Junior High School Students

According to Hurlock as quoted by Soeparwoto (2004: 62) that students of Junior high school have some characteristics. They are as follows:

1. The ages of the students are between 13 to 16.
2. They cannot be said as young children or adult.
3. The students of these ages will have changes on their body and their psychology and it will improve the way they think about something.
4. The students of these ages are better in practice rather than in theory.
5. They like to try new life style and decide what kind of attitude or character, as they want.
6. They are less self-confident and do not believe about their ability.
7. They like to attract people's attention because they want people realize about their appearance by doing something out of social norm.

Definition of Song

According to Griffe (2001:10) says, "Song is part of music that you sing through words" Other than that according to Parto (1996) as cited in Farisa (2012) a song is a group of arrangements which consists of lyrics and elements of music like rhythm, melody, harmony and expressions.

Elements of Song

The elements of music are divided into two categories Jamalus (1988) those was:

1. The first category is the main elements. It consists of rhythm, melody, harmony, and lyrics. Rhythm is the stretch of movement of the sounds. It becomes the base element in music. It is like how to sound a word, there will be letters read long and short and there can be a pause too. It means that rhythm is how to step the music. Melody is the arrangement of stretch sound. And harmony is the unity of two or more tones that have different level played together. The last is lyrics; it can be said as musical sentences.
2. The second category is the expression elements. It is the way of the musicians express their mind and feeling that consists of tempo, dynamic, and voice color. All the elements above are needed when someone creates a song.

Message in The Bottle as Media

A message in a bottle (abbrev. MIB) is a form of communication in which a message is sealed in a container (typically a bottle) and released into a conveyance medium (typically a body of water). Traditionally, a method use by caste ways to advertise their distress to the outside world but now the lore surrounding messages in bottles has often been of a romantic or poetic nature. In this case the researcher chooses the message in a bottle as a medium supporting of instruction to be given to students. The researcher chose this because the message in a bottle in the present era has a romantic nature so this will make students excited and memorable. Researchers use two bottles, the first bottle contains a list of students' names and the second bottle contains the vocabulary contained in the song lyrics.

Here are some of the advantages of applying a message in a bottle as a learning medium:

1. Students feel comfortable
2. Students enjoy the teaching and learning process
3. Don't feel bored
4. Strengthen student memory
5. Give an impression to students so that students remember the material given.
6. The cost is relatively cheap

7. Tools to make this learning media tool easy to get.

2. METHODOLOGY OF RESEARCH

Location of The Research

In his study was conducted at SMP Bina Satria Medan. This school was located at Marelan IX street . The sample of this research was eight grade (8-4).

Research Design

This type of research used classroom action research, because the researcher took place start from the beginning to the end of the research. According to Suharsimi in (Dila Canrawati, 2013: 32) classroom action research is a combined exposure to the definition from the three words "research, action and class". Research is an activity to look at an object, use certain methodological rules for obtain data or information that is useful for researcher or people with an interest students' comprehension.

In this study, the researcher used message in the bottle to improve pronunciation. The research was conducted by using classroom action research method.

Research Procedure

In this case the researcher used classroom action research from Kemmis and Mc.Taggart(1988)in Burns (2010:9). In this study there were two cycles to be carried out. First cycle and second Cycle, each cycle had two meetings and the researcher used different technique. The researcher used two songs for students. The each cycle had the same concept. This is done to get the accurate data. In this cycle there were four stages, namely planning, action, observation, and reflection.

Technique of Data Collection

In this study the researcher would use qualitative data and quantitative data. In collecting quantitative data, researcher took the results of students' voice recordings in saying a few words. In collecting qualitative data, researcher applied observation papers that focus on what was happening in the classroom.

Technique of Data Analysis

In this study the researcher gave a test. Each test had two cycles. Each cycle consisted of four steps of action research. The quantitative data was collected by giving sound production test to count the means of the student. In qualitative data the researcher used observation. This action had qualitative research is used to describe situations during teaching and learning. According to Arikunto (2010:264) to collect the data the researcher used the formula as follow:

$$\frac{\sum X}{N} = \frac{\sum X}{N} \times 100\%$$

Where:

\bar{x} = The mean of the students' score

$\sum X$ = The total score of students

N =The number of the students

3. DISCUSSION

Data

The preliminary study was conducted by researcher in SMP Bina Satria Medan to got data about the factual condition of problem faced by the students in teaching and learning English especially in English pronunciation.

This research was conducted in eighth grade at SMP Swasta Bina Satria Medan. The researcher took only one class namely 8-4 class where there were 30 students. The techniques of collecting the data in this study, the researcher used pre-test, post-test and observation. The table showed the students' scores for each categories.

Table 1. Pre Test

No	Students' Initial Name	The number of pronunciation
1	Ak	50
2	AS	60
3	DL	30
4	DH	55
5	DKS	45
6	DRS	75
7	FN	25
8	FA	40
9	FLA	65
10	NQA	50
11	GA	60
12	JS	40
13	RU	50
14	VA	65
15	SH	45
16	TS	25
17	SDS	55
18	AD	60
19	ABDR	75
20	DW	50
21	JL	40
22	KHZ	70
23	MAK	65
24	IIZ	45
25	ES	50
26	JLC	75
27	AM	35
28	AH	50
29	WAS	65
30	NA	75
Total		1590
Mean		53

Based on the result of the pre-test, the data showed that the mean score of pre-test was 53. There were only four students' or 13, 3% of the students who got the score above the KKM meanwhile the other 26 students do below that criterion. From that the data, it would be seen that almost of eight grades especially 8-4 class the English pronunciation was still low.

After the researcher analyzed the result of preliminary study, only a few of them could pronounce vocabularies in a good pronunciation. So it needed to find out the solution to overcome this problem. The researcher used message in the bottle as media to improve pronunciation skill. In this was the mean scores of post-test students' in first cycle.

Table 2. First Cycle

No	Students' Initial Name	The number of pronunciation
1	Ak	65
2	AS	80
3	DL	45
4	DH	65
5	DKS	60
6	DRS	90
7	FN	40
8	FA	55
9	FLA	80
10	NQA	65
11	GA	75
12	JS	55
13	RU	65
14	VA	80
15	SH	55
16	TS	45
17	SDS	70
18	AD	75
19	ABDR	70
20	DW	80
21	JL	65
22	KHZ	55
23	MAK	85
24	IIZ	80
25	ES	65
26	JLC	85
27	AM	60
28	AH	65
29	WAS	80
30	NA	90
Total		2045
Mean		68

In this case was discussing the result of the action. Based on the analysis of the students' pronunciation scores in post-test first cycle, the researcher had not achieved the criteria on success that 75% of the student must achieve the Minimum Mastery Criterion. It could be seen that only 68% of the students who got the score above the Minimum Mastery Criterion. From the analysis of the students' pronunciation worksheet score in the first cycle. It was found that the students' did not understand well about similar sound word.

After the researcher did post-test in first cycle, the researcher did post-test in second cycle. Here was the means scores of students' in second cycle.

Table 3. Second Cycle

No	Students' Initial Name	The number of pronunciation
1	Ak	80
2	AS	85
3	DL	60
4	DH	85
5	DKS	75

6	DRS	95
7	FN	55
8	FA	75
9	FLA	85
10	NQA	75
11	GA	85
12	JS	70
13	RU	75
14	VA	85
15	SH	75
16	TS	60
17	SDS	80
18	AD	80
19	ABDR	85
20	DW	85
21	JL	75
22	KHZ	70
23	MAK	90
24	IIZ	85
25	ES	70
26	JLC	80
27	AM	85
28	AH	70
29	WAS	85
30	NA	95
Total		2355
Mean		78,5

Based on the analysis of the students' pronunciation scores in post-test cycle 2, it could be seen that 80% of the students who got the scores above the Minimum Mastery Criterion. This means that with method that could improve English pronunciation to students'. And then here was table of observation sheet

Table 5. Observation In First Cycle

Focus	Topic	Yes	No
The writer as the teacher	1. Teacher comes on time	√	
	2. Teacher greets the students	√	
	3. Teacher absents the students		√
	4. Teacher motivates students	√	
	5. Teacher gives warning up to the students, such as give students some question about the topic that will be discuses to the students in the classroom.	√	
	6. Teacher tells to the students goal of the study	√	
	7. Teacher prepares the words and show to the students the songs	√	
	8. Teacher gives explanation about the topic of the study.	√	
	9. Teacher explains the material clearly	√	
	10. Teacher uses media of teaching	√	
	11. Teacher gives students chance to ask the teacher to related to the topic of the study	√	
	12. Teacher gives test to the students.	√	
	13. The teacher uses the time effectively	√	

	14. Teacher concludes the material teaching	√	
Students	1. Students come to class on time	√	
	2. Students pay attention then give their responses	√	
	3. Students study seriously	√	
	4. Students are interested and enthusiastic in learning to the songs and message in the bottle	√	
	5. Students participate in learning process	√	
	6. Students ask the teacher about the difficult words that they cannot pronounce	√	
	7. The students are motivated in learning process	√	
	8. The interaction between students and the teacher		√
	9. Students do the best seriously	√	

Table 6. Observation In Second Cycle

Focus	Topic	Yes	No
The writer as the teacher	1. Teacher comes on time	√	
	2. Teacher greets the students	√	
	3. Teacher absents the students	√	
	4. Teacher motivates students	√	
	5. Teacher gives warning up to the students, such as give students some question about the topic that will be discuses to the students in the classroom.	√	
	6. Teacher tells to the students goal of the study	√	
	7. Teacher prepares the words and show to the students the songs	√	
	8. Teacher gives explanation about the topic of the study.	√	
	9. Teacher explains the material clearly.	√	
	10. Teacher uses media of teaching	√	
	11. Teacher gives students chance to ask the teacher to related to the topic of the study	√	
	12. Teacher gives test to the students.	√	
	13. The teacher uses the time effectively	√	
	14. Teacher concludes the material teaching	√	
Students	1. Students come to class on time	√	
	2. Students pay attention then give their responses	√	
	3. Students study seriously	√	
	4. Students are interested and enthusiastic in learning to the songs and message in the bottle	√	
	5. Students participate in learning process	√	
	6. Students ask the teacher about the difficult words that they cannot pronounce	√	
	7. The students are motivated in learning process	√	
	8. The interaction between students and the teacher	√	
	9. Students do the best seriously	√	

This case of part covers the discussion of the teach pronunciation by used message in the bottle. The found of the research proved that pronunciation by used message in the bottle retains student's pronunciation. It could be seen from the improvement of the students' scores.

The students' average score of pre-test is 53 or 13, 3%. After the implementation of pronunciation by used message in the bottle, the average scores of posttest first cycle was 68 or 40%. Then, the researcher continue to the second cycle with the average 78,5 or 80% pass the minimum mastery criterion (Criteria Ketuntasan Minimal) 75 as the criterion as success determine. Besides, improving the students' scores, the implementation of pronunciation by used message in

the bottle got positive responses from student (the students' enjoy and more interesting) in their teaching-learning process of pronounce. Here, the researcher describes the result of CAR in each cycle on the table below:

Table 7. Percentage of students' grade improvement

No	Cycle	Students' Pronunciation Score		Percentage
		Lowest	Highest	
1	1	45	80	40%
2	2	55	95	80%

Table 8. Data of Research Result

No	Test Activities	Average	Percentage
1	Pre-test	53	13,3%
2	Post-test 1	68	40%
3	Post-test 2	78,5	80%

4. CONCLUSION AND SUGGESTION

Conclusion

After conducted classroom action research in the eighth grade of SMP Swasta Bina Satria Medan, the researcher could concluded that pronunciation by used message in the bottle could improve students' pronunciation and could motivate students to learn English, especially in pronounce. It could be proved from the following facts:

1. To relate the data above, there was criteria in minimum completeness (KKM) with a scores of 75. In the pretest there was 13.3% or 4 students who pass the minimum mastery criterion with an average scores of 53. In the posttest in the first cycle there was 40% or 12 students who pass the minimum mastery criterion with an average score of 68. In the post-test in the second cycle there was 80% or 24 students who pass the minimum mastery criterion with an average score of 78.5. So according to the increasing score data states using the message in the bottle technique could improve pronunciation on students.
2. Responses from students in the teaching -learning in English pronunciation.
3. From the observational data showed it states that students' ware enjoy, more active, orderly and motivated to learn English pronunciation. This could be seen from the increasing score data.
4. In this conclusion, the researcher was successful in improving pronunciation skills by used message in the bottle.

Suggestions

There ware some suggestion to offer by researcher to the English teacher and the other researcher based on the researcher findings:

1. Pronunciation by message in the bottle technique was effective to improve students' pronunciation.
2. Pronunciation by message in the bottle technique could be alternative to overcome students' bored.
3. This technique or strategy was suggested to the English teacher or other researcher who want to conduct in similar research or study.
4. And the last the researcher hopes the result of this research could be use as an addition reference; there will be a further research with different discussion which could make a revision within development of this.

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