

**THE EFFECTIVENESS OF JOLLY PHONICS METHOD
TOWARDS STUDENTS' PRONUNCIATION ABILITY
IN 7TH GRADE OF SMPN 1 BAWANG BANJARNEGARA**



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by:

**WARDAH FIKA NUR AFIFAH
STUDENT NUMBER. 1817404044**

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
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WARDAH FIKA NUR AFIFAH
S.N. 1817404044

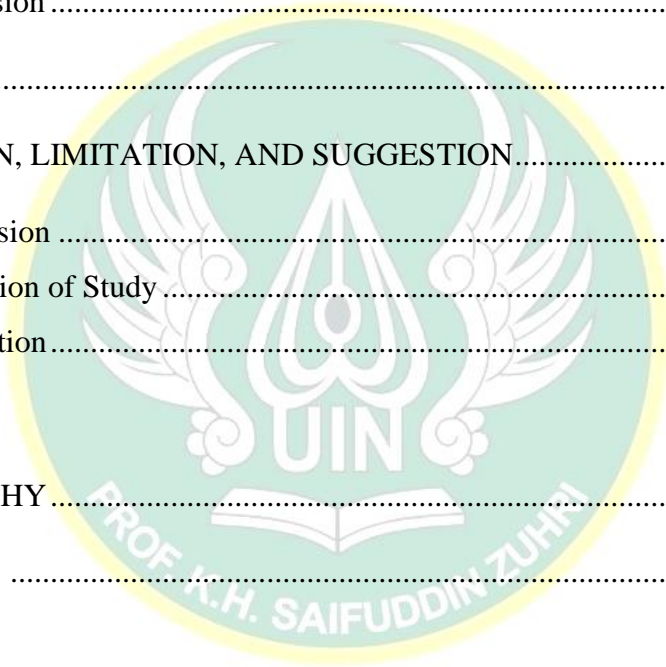
Abstract: This study aims to find out whether jolly phonics method is effective towards students' pronunciation ability and whether there is a significant difference between the experimental class and the control class. The problem that arises is that there are still many students who do not understand the correct pronunciation, due to the lack of special teaching for pronunciation in the classroom. In achieving the research objectives, this research used a quasi-experimental design and a quantitative approach. The population is the seventh-grade students of SMPN 1 Bawang Banjarnegara for the academic year 2022/2023. The sample were selected using a simple random sampling technique, with 7A as the experimental class and 7B as the control class. In collecting data, this study used pre-test and post-test in the form of sentences to be spoken by students. IBM SPSS V 25 software for windows was used to help analyze the data. The results of the research from the N-Gain Test indicate that experimental research to measure the effectiveness of the jolly phonics method is considered quite effective towards students' pronunciation ability. Meanwhile, the Independent Sample T-test showed that the score from the experimental class was higher than the control class, so there was a significant difference. In conclusion, using the jolly phonics method is quite effective towards students' pronunciation ability.

Keywords: Jolly Phonics Method, Pronunciation ability

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CHAPTER 1

INTRODUCTION

A. Background of The Research

English has emerged as a medium of communication around the world, in global and also many local contexts. Because of the importance of English, each country needs 4,444 people to be well-equipped to achieve English.¹ In today's era, we all know that English is a global language that is used in almost all corners of the world. Therefore, we need to introduce English from a young age. Starting from how to pronounce letters in English to pronounce sentences. Pronunciation has always been perceived by both teachers and learners as a difficult area. Many schools have chosen to teach other skills such as reading and writing. This is because we believe these are the most important skills for successful learning. However, according to Setter in Isabel Quintana to learn the language to communicate with other speakers of that language, we need to learn to be able to pronounce it for different listeners to understand.²

Pronunciation is considered important because someone needs to understand what the other person is saying when communicating. If the interlocutor says something wrong, there is a misunderstanding in communication. Misunderstandings of communication occur naturally during communication, but when they occur repeatedly, it makes communication feel uncomfortable. In this case, you can predict it by learning to pronounce letters and sentences correctly. To teach pronunciation, teachers need to know the meaning of prosody and its combinations of rhythm and melody. These aspects of oral English work together and are closely related. The melody is very important because changing the pitch helps the listener follow the speaker's point of view. This melodic signal provides cohesiveness and contrast.

¹ Taghreed A. A. Mekawy, et al. 2021. Effectiveness of 'Jolly Phonics' Strategy in Developing the Pronunciation Skills of Primary Schoolers. *Faculty and Education Journal in Ismailia*, p. 149

² Isabel Quintana Consuegra, 2018. Jolly Phonics, A Method to Acquire L2 Pronunciation by Young Learners. *Facultat de Filosofia i Lletres*. p. 6

They also tell the audience what's new and how information and ideas relate to each other. The basic unit is English rhythm, and syllables (those with a vowel in the center). This issue appears easy, however, kids aware of exceptional phonological policies might not listen to the department of syllables withinside the identical way.

Jolly Phonics is a good teaching method for melody and rhythm. Each sound is learned through the corresponding letter, the pantomime, and the song. All these cards, this is especially useful for learning the rhythm. They contain words with a period above a vowel or a directed graph. This means that only one sound is needed to tell. The sooner use Jolly Phonics, the better to speak (read and write).³

The student's high interest in learning was the main reason for choosing SMP N 1 Bawang as the research location. Previously, the researcher had talked to one of the teachers about the problems or obstacles in learning English. According to the teacher, in this school students' pronunciation still needs to be improved. It was proven that when the researchers made initial observations, the researchers found that there were still errors in the pronunciation of simple words such as "my friend" and some other simple words. Most students in pronouncing words/letters in English are still equated with Indonesian pronunciation.

In addition, teachers spend more time in class completing the material and giving assignments than teaching pronunciation to students. So that students' pronunciation ability are still lacking. When students mispronounce a word, the teacher rarely corrects the error. The impact is that students do not know whether the pronunciation is correct or not. In providing material about pronunciation, it is only carried out a few times in the classroom using video media from YouTube, which then students imitate the pronunciation of the words exemplified in the YouTube video together, and sometimes the teacher

³ Isabel Quintana Consuegra, 2018. Jolly Phonics, A Method to Acquire L2 Pronunciation by Young Learners. *Facultat de Filosofia i Lletres*. p. 7

instructs students to listen to English music and watch English film to practice student pronunciation independently. This is why the researcher took the title "*The Effectiveness Of Jolly Phonics Method Towards Students' Pronunciation Ability in 7th Grade Of SMP N 1 Bawang Banjarnegara*"

B. Operational Definition

In the context of this study, here are important points that direct the implementation of this study, it is:

1. Jolly Phonics

According to Lloyd, Jolly Phonics teaches 5 skills, where children are first taught 42 sounds in English, and then continued to blending and reading skills, at the same time they were taught to write by identifying sounds in words. Jolly Phonics is a program systematically designed for beginners to develop reading and literacy skills. In a study that tested the effectiveness of jolly phonics in improving literacy, it was found that they had better spelling, literacy, and reading performance than those taught using conventional methods.⁴

The five basic skills are; learning about the letter of sounds, learning about letter formation, learning about blending, identifying sounds in every word, and learning about a tricky word. The five basic skills can help children master letter sounds.⁵

Learning about the letter of sounds is introducing letters by voice, about how to read a letter from a word. In English, there are 42 sounds, but only 26 letters that represent the sounds. In learning to read and pronounce a letter, students need an interesting method so that they can easily understand it. Especially if the student is still very layman to learn English.

⁴ Ariati, N. P. P. et all. 2018. Jolly phonics: effective strategy for enhancing children english literacy. *In SHS Web of Conferences* (Vol. 42, p. 00032). EDP Sciences. p.

⁵ Taghreed A. A. Mekawy, et all. 2021. Effectiveness of 'Jolly Phonics' Strategy in Developing the Pronunciation Skills of Primary Schoolers. *Faculty and Education Journal in Ismailia*, p. 149-156

quote from Sue Lloyd and Sara Wernham, said that effective teaching is when doing actions for a letter and using body movements can make students remember because they feel enjoy learning.⁶

Learning about letter formation can be done by showing the letter formation on the blackboard. After the students can understand it, the teacher tests the students' comprehension ability by writing a letter of formation in the air, then the students guess it by writing it in their respective books. Learning about blending means when students say words and produce sounds that can be understood. The synonyms of the blend are combined and mixed Identifying the sounds in words is about identifying each sound in a word. According to Blevins in Idoia Almendariz Lodosa "Phonemic awareness is the understanding that a word consists of a series of discrete sounds. This awareness includes the ability to select and manipulate sounds in spoken words... Phonemic consciousness relates to the sound in spoken words."⁷

Tricky words are difficult for children to read and write by mixing and listening in the same way they do with other common words. This is because the spelling of complicated words was different from the spelling they had learned throughout the year.

According to Edisherashvili, the method is the overall plan that will be implemented by the teacher in presenting the learning process based on the chosen approach. Each method is made for a function with a different purpose and implementation because this method is made based on the needs and conditions of the class to be supported. Therefore, the method may be different in each school according to their respective

⁶ Idoia Armendariz Lodosa, *Jolly Phonics: How Can Teachers Teach Reading and Writing to Their Students*. (Spanyol: 2013) p.15

⁷ Idoia Armendariz Lodosa, *Jolly Phonics...* p. 19

circumstances. Here, the teacher must also know which method is suitable to help students learn in class.⁸

2. Pronunciation Ability

According to Aliaga García et al in Gilakjani, they assume that one of the English skills that take a long time to improve and is a difficult skill to acquire is pronunciation. From this, it can be concluded that one of the basic requirements for competence and the most important feature of language instruction is pronunciation. Pronunciation is a way to make something meaningful when speaking with a tone generator. In other sentences, the pronunciation of how a sentence is pronounced is, first and foremost, the way it is pronounced. This includes language consonants and vowels (segments), language components, and language accents and sounds. The discussions about them seemed separate, but they worked together. Therefore, each other's problems can also affect a person's pronunciation.⁹

C. Research Question

According to the operational definition, the research question of this research; Is the jolly phonics method effective to improve pronunciation ability in 7th grade of SMPN 1 Bawang Banjarnegara?

D. Objective and Benefit of The Research

1. Objective of the research

- a. To know about the effectiveness jolly phonics method in improving pronunciation ability in 7th grade of SMPN 1 Bawang Banjarnegara.

⁸ Munzaki, D. F., et al. (2016). Teaching methods used by students of department of English language education of UIN Ar-Raniry in teaching English at English course. *Englisia: Journal of Language, Education, and Humanities*, 4(1), p. 10-26.

⁹ Gilakjani, A. P. (2016). English pronunciation instruction: A literature review. *International Journal of Research in English Education*, 1(1), 1-6.

2. Benefits of The Research

a. Theoretical Significance

This study is supposed to explain the implementation of the jolly phonics method to teach pronunciation ability and can be used as a reference method in learning English.

b. Pratical Significance

1) To Teachers

- a) Teachers can use this method as a reference for teaching in the classroom
- b) Teachers can make learning more interesting by using this method

2) To Students

- a) With the implementation of this method, the student's ability in pronouncing letters will increase
- b) Students will feel interested in learning English because learning feels fun

E. Structure of the Paper

The following is the research's structure:

This research began with the cover, a page of thesis title, a statement of originality, an official note from the supervisor, approval sheet, motto, dedication, acknowledgments, abstract and keywords, table of content, list of tables, and list of an appendix of the research.

The main parts of this research consist of:

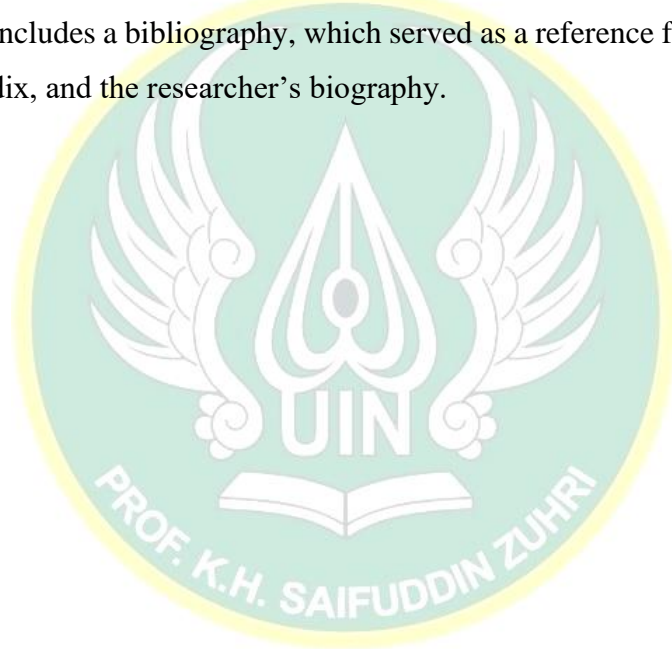
The first chapter serves as an introduction. This chapter discusses the problem's background, and research questions. Objectives and significances, operational definition, review of relevant studies, research method, and structure of the research.

The second chapter is a literature review. An overview of relevant theories about jolly phonics methods to teach pronunciation ability.

The third chapter is a research method. It explains the research design, time and place of the research, population, sample, instrument for obtaining data, data collection technique, and analyzed data.

The fourth chapter is devoted to data display and discussion. It includes research results and discussed of the effectiveness of using the jolly phonics method.

The last is chapter five. It contains the research's conclusion limitations, and suggestion for future research. The final section of this study includes a bibliography, which served as a reference for this study, an appendix, and the researcher's biography.



CHAPTER V

CONCLUSION, LIMITATION AND SUGGESTION

A. Conclusion

Based on the results and discussion of the research that has been described, quantitative data shows that students have good achievements in calculating post-test results using IBM SPSS V 25 for windows. From these data, a significant increase was found. It can be concluded that the jolly phonics method for 7th grade students of SMP N 1 Bawang Banjarnegara is quite effective to be applied to students to improve pronunciation ability, because the results of the post-test calculations using the N-Gain Test show the experimental class average value of 59.2902%. If you look at the table for the N-Gain percentage category, then the average score is included in the quite effective category.

In addition, the comparison of scores on the Independent Sample T-test there are significant differences in the experimental class and the control class. The mean data shows that the mean score in the experimental class is 79.4958 and the control class is 65.6723. Table shows t-count is higher than t-table $8.873 > 2.03425$. It means the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. In other words, teaching pronunciation using jolly phonics method is quite effective for the students.

B. Limitation of Study

Due to the limited time given, in this study a limitation was made to fit the time allotted. After holding a discussion with the English subject teacher regarding students' pronunciation ability and hearing some pronunciations for 7th grade students, this study decided to take 10 letters in Letter of Sounds. The 10 letters include; *p, t, k, b, d, ai (long a), ie (long i), ue (long u), ee (long e), and oo (long o)*. These 10 letters are adjusted equally in the pre-test and post-test given to students.

C. Suggestions

Considering the results of the research that has been carried out entitled "The Effectiveness of Jolly Phonics Method Towards Students Pronunciation Ability at 7th grade of SMP N 1 Bawang Banjarnegara" some suggestions are made as follows:

1. For Teachers
 - a. Teachers should teach pronunciation ability to students and correct if there are errors in pronouncing a word.
 - b. Teachers should be familiar with this jolly phonics method in learning activities.
 - c. This method can be used by teachers to improve pronunciation ability and is closely related to all materials in learning English.
2. For Students
 - a. Students must learn pronunciation both during learning activities and when not in learning activities.
 - b. With the jolly phonics method, it is hoped that students can be better at pronunciation and become interested in learning English.
3. For School

The use of the jolly phonics method can be applied to English subjects not only on pronunciation ability, but also spreads to other topics. Jolly Phonics as a learning media can arouse students' interest and reduce tension during class learning. So that it can be an alternative media for teaching and learning activities.

4. For Other Researcher

This research has not covered many aspects. Therefore, it is recommended for other researchers to conduct discussions using several factors in the same topic.

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