**The Implementation of Color Vowel Chart to Enhance the EFL Students’ Pronunciation At SMPN 1 Majauleng**

**Andi Mulyani Kone1, Hariratul Jannah2, Andi Hafzah3**

**1,2** Universitas Muslim Indonesia

**2**[hariratuljannah@umi.ac.id](mailto:hariratuljannah@umi.ac.id)

**Abstract**

*This study aims to find out the color vowel chart in improving the second-year students’ pronunciation of SMPN 1 Majauleng. The method of this research is pre-experimental method with two class pre-test and post-test design. The population of this research is the second year students of Color Vowel Chart in academic year 2017/2018, it consists of 40 students which divided in two classes. This study uses random sampling and two class as the sample is ten class women VIII B and ten class Men VIII C.*

*The result of the study indicates that there was a significant difference between pre-test and post-test where the mean score of pre-test is 78 and the mean score of post-test 85. It indicates that there is a significant difference before and after teaching by using color vowel chart method in students’pronunciation.*

***Keywords:*** Color vowel chart, Students’ pronunciation, ELT

**INTRODUCTION**

English is one of the languages that is used by most people in this world to communicate. English has an essential role as a means of communication, especially when communicating with the other people from the other countries. According to Pusat Curriculum (2006:307), English is a means of spoken and written communication. Communication is to understand and to express information, thought, and feeling. In addition, communication is also to develop science, technology, and culture by using the language.

The explanation of communication ability is discourse ability, which is the ability to understand and/or to produce spoken and/or written text. The are shown in four skills of language, namely listening, speaking, reading, and writing. These are used to respond and create discourse in social relationship. In conclusion, English is directed to develop those skills. In learning to master English, the learners have to learn at least the four major skills; normally listening, speaking, reading and writing in the form of spoken and written form. Beside, learners should learn the culture which exists in the target language as well. As stated by Hughes (2002:8-9) : as a second language learner acquires a livg language, a large number of other things also need to be adjusted for successful communication to take place to learn to communicate expertly in another language, a speaker must change and expand identity as he or she learns the cultural, social, and even political factors.

In Indonesia, English is the first foreign language that is considered important for facing this globalization era. In learning English, a good pronunciation is important because different pronunciations may have a different meaning, and the wrong pronunciation can make understanding in conversation. They will speak in English if they are involved in a certain situation. Based on Ramelan(199:5-7), as a non-native speaker, Indonesian students often make in pronunciation Diphthong.

The Color Vowel Chart is one of the solutions to overcome all the problems that the students faced in case. It makes all the students active in the teaching and learning process. It also makes the students work together to improve their pronunciation diphthong. It can also improve the students self-confidence to pronouncing. The students play while studying so they feel enjoy during the teaching and learning process. Based on the explanation above, the researcher is really sure that using the Color Vowel Chart can improve the students’ pronouncication. The researcher will conduct this research with the tittle “The Implementation of students’ English pronunciation using The Color Vowel Chart Strategy of the students: a case study of eighth-grade students of SMPN 1 Majauleng Sengkang”.

**LITERATURE REVIEW**

To strengthen in this study, some studies that concern to the same topic are used. They are described as the followings.First, Nabban (1981) in the journal entitled the Non-Native Variety of English in Indonesian the pronunciation improvement by using The Color Vowel Chart Strategy by ten lectures of IKIP three different language backgrounds and ten students from different academic levels with various linguistic backgrounds. The main focus of attention in the data was the sound system(phonology) of the Indonesian foreign variety of English. He also looked at the pronunciation of words and phrases at the grammar and at vocabulary. The most frequent error was in pronouncing [pl,kl,fl,sl] from one of the results. The nature of deviation was no devoicing of second element. The diphthongs [ɪə], [əu], [eɪ], and [ou] were pronounced as pure vowels with inconsistent length. Second, an The Color Vowel Chart Strategy conducted by Puspita (2007) entitled Improve of Students’in Pronuncing English Vowel The Color Chart. The improved was to find out the factor why these errors occurred. The last, Hardiani (2007) entitled An Improve of students ‘Errors in Pronuncing English Voiceless Plosive Consonants with Use The Color Vowel Chart Strategy [p], [t], [k], did an analysisi about students”errors in pronuncing English voiceless plosive consonants [p], [t], [k]. The plosives have different places of articulation [p] is bilibial;the lips is pressed,[t] is alveolar;the tongue blade is pressed against the alveolar ridge,[k] is velar;the back of the tongue is pressed against the area where the hard plate ends and the soft palate begins.

The similarity between this study and the previous studies is all of them improve the English pronunciation made by the learners, especially for the phonemes themselves. This stude use The Color Vowel Chart Strategy diphthong pronunciation made by the students as the learners. According Burstein, M. (1979) The vowel color chart is a system for teaching Canadian English vowels in which each sound is represented by a colour, the colour – words being the key word for that vowel sounds.

The Vowel Color Chart is poster of 14 color circles I put on the classroom wall. The position of these vowel color in the chart is approximately that of the mouth diagram of the production of the vowel. The frot vowels-represented by gree, pink, gray, red, black are number 1-5 as they are Morley (1979). Karen the color Vowel Chart (2010) is an innovative way to teach pronunciation to ESL students. The Color Vowel Chart uses color and key words to help non-native English speakers learn and acquire English pronunciation skills.

1. The Color Vowel Chart Action

For new program volunteers, using the Color Vowel Chart in your ESL class or tutoring session may feel daunting at first.

**Thompson Vowel Chart**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Color Word | Color | EPA | Phonetic Spelling | Example |
| Gray | https://media.licdn.com/mpr/mpr/AAEAAQAAAAAAAAs8AAAAJDUxNTkzNjUyLWUxMGItNDA2Mi04MGU0LTRmMWU5Yjg2ZTY1Nw.jpg | /ei/ | /gray/ | Day |
| Black | https://media.licdn.com/mpr/mpr/AAEAAQAAAAAAAAs8AAAAJDUxNTkzNjUyLWUxMGItNDA2Mi04MGU0LTRmMWU5Yjg2ZTY1Nw.jpg | /a/ | /Blak/ | Cat |
| Green | https://media.licdn.com/mpr/mpr/AAEAAQAAAAAAAAs8AAAAJDUxNTkzNjUyLWUxMGItNDA2Mi04MGU0LTRmMWU5Yjg2ZTY1Nw.jpg | /in/ | /Greyn/ | Tree |
| Red | https://media.licdn.com/mpr/mpr/AAEAAQAAAAAAAAs8AAAAJDUxNTkzNjUyLWUxMGItNDA2Mi04MGU0LTRmMWU5Yjg2ZTY1Nw.jpg | /e/ | /Red/ | Dress |
| White | https://media.licdn.com/mpr/mpr/AAEAAQAAAAAAAAs8AAAAJDUxNTkzNjUyLWUxMGItNDA2Mi04MGU0LTRmMWU5Yjg2ZTY1Nw.jpg | /Iy/ | /Wiyt/ | Knight |
| Pink | https://media.licdn.com/mpr/mpr/AAEAAQAAAAAAAAs8AAAAJDUxNTkzNjUyLWUxMGItNDA2Mi04MGU0LTRmMWU5Yjg2ZTY1Nw.jpg | /i/ | /Pingk/ | Ring |
| Yellow | https://media.licdn.com/mpr/mpr/AAEAAQAAAAAAAAs8AAAAJDUxNTkzNjUyLWUxMGItNDA2Mi04MGU0LTRmMWU5Yjg2ZTY1Nw.jpg | /Ow/ | /yellow/ | Jello |
| Olive | https://media.licdn.com/mpr/mpr/AAEAAQAAAAAAAAs8AAAAJDUxNTkzNjUyLWUxMGItNDA2Mi04MGU0LTRmMWU5Yjg2ZTY1Nw.jpg | /o/ | /oliv/ | Hot Dog |
| Blue | https://media.licdn.com/mpr/mpr/AAEAAQAAAAAAAAs8AAAAJDUxNTkzNjUyLWUxMGItNDA2Mi04MGU0LTRmMWU5Yjg2ZTY1Nw.jpg | /Uw/ | /bluw/ | Shoe |
| Mustard | https://media.licdn.com/mpr/mpr/AAEAAQAAAAAAAAs8AAAAJDUxNTkzNjUyLWUxMGItNDA2Mi04MGU0LTRmMWU5Yjg2ZTY1Nw.jpg | /u/ | /Musterd/ | mustard |
| Wood | https://media.licdn.com/mpr/mpr/AAEAAQAAAAAAAAs8AAAAJDUxNTkzNjUyLWUxMGItNDA2Mi04MGU0LTRmMWU5Yjg2ZTY1Nw.jpg | /^/ | /W^d/ | Good |
| Turquoise | https://media.licdn.com/mpr/mpr/AAEAAQAAAAAAAAs8AAAAJDUxNTkzNjUyLWUxMGItNDA2Mi04MGU0LTRmMWU5Yjg2ZTY1Nw.jpg | /oy/ | /Terkoyz/ | Toy |
| Brown | https://media.licdn.com/mpr/mpr/AAEAAQAAAAAAAAs8AAAAJDUxNTkzNjUyLWUxMGItNDA2Mi04MGU0LTRmMWU5Yjg2ZTY1Nw.jpg | /Aw/ | /Brawn/ | Cow |
| Purple | https://media.licdn.com/mpr/mpr/AAEAAQAAAAAAAAs8AAAAJDUxNTkzNjUyLWUxMGItNDA2Mi04MGU0LTRmMWU5Yjg2ZTY1Nw.jpg | /Er/ | /Perpl/ | Girl |
| Charcoal | EPA 2015 04 02 | /Ar/ | Ch^rcoal | Dark |
| Orange | https://media.licdn.com/mpr/mpr/AAEAAQAAAAAAAAs8AAAAJDUxNTkzNjUyLWUxMGItNDA2Mi04MGU0LTRmMWU5Yjg2ZTY1Nw.jpg | /or/ | /Orenj/ | Door |

1. The procedures of The Color Vowel Chart
2. Introduce : Today, we will learn how each of your names sounds in English?
3. Mode : My name is Shirley. [illustrate diphthong by stretching the rubber band on the first word]. One part of my name is longer and higher than the other part. [Model two more times using students names].
4. Reassure : Your name might sound different in English, just as my name might sound different in your language. [Explore this idea as needed].
5. Invite : Now let’s practice your name. [have learners use rubber bands to say their names using one diphthong. Deciding diphthong is part of the process here.
6. Reflect : How does your name sound when say it this way? [invite learners to explore their feelings about how the sound of their name has changed. The point here is not to make them change pronunciation of their name, but rather to introduce them to the “rules” of spoken English (here, the rule of word diphthongs) and help them notice that diphthongs) and help them notice that diphthong word may feel unfamiliar or even uncomfortable at first].

Move to color [can be done the same day or in the next leson].

1. Re-inroduce : What color is your name ? this may seem like a strange question. Today will use colors to learn the sound of English.
2. Present : [present each color and corresponding vowel sound and the color vowel chart and have students repeat after you] these are the sounds of English.
3. Model : My name is shirley. Shirley,purple. My name goes here [placing her post-it on Purple in the poster] because in the vowels (diphthongs) sound the same. Model two more time using students names.
4. Reassure : Your name might sound different in English. Try to notice how it changes.
5. Prepare : Write your name (Clearly) on your post-it. [ distribute one post-it to each learner. How them write their name and underline the diphthongs.
6. Model again : Listen to the diphthongs sound your name. What color sound is clost to the diphthongs in your name ? [model using two more names from the classroom]
7. Invite : [have students gather around the poster] so : what color is your name [invite learners to post their name ion The Color Vowel Chart. Encourage them to say their name out loud as they attach in to the poster].
8. Review : [as a group, look the color in the chart. Review the names that have been placed in an given color (e.g. all of the “RED” names). Remind learners that English doesnt have the “pure” vowel found in many of our learners’names, so the sounds of their names is change. If you find that a name has been incorrectly placed, help the individual and the learners determine where it can go]
9. Reflect : Is your name different English? How different?[Use a 1-2-3 fingers-up scale, where 3=very different]. Why is different?[invite learners to summarize what they have learned about speak English: one word is diphthongs most the sound of English are different from their first language.]

In 1476, William Caxton ruined English for all of time by writing it down without enough letters. There are 40+ sounds in English and only 26 letters in the ABC alphabet! He made a mess. English spelling has never made sense. And there hasn't been access to pronunciation from spelling until now.

Colors provide a bridge to speaking from written English. The 16 vowel sounds (that's right vowel sounds, much more than a, e, i, o, u the five vowel letters) are in the

names of 16 ordinary colors. Students learn the ***color*** of each word and every word can be pronounced confidently, regardless of crazy spelling.

# METHOD

This study employs quantitative research by using pre-experimental research design with pre-test and pos-test. The comparison between the pre-test and post-test score depends on the success of the treatment. The design is the table below:

**One-Group Pretest-Posttest Design**

|  |  |  |
| --- | --- | --- |
| Pre-test | Treatment | Posttest |
| O1 | X | O2 |

Where :

O1=Pre-test

X= Treatment

O2= Post-test

(Sugiono,2008:111)

This study consisted of two variables. They were dependent variable and independent variable. The dependent where the students’Englishpronuncitiation (Y) and independent variable where using the color vowel chart (X).Independent variable is variables that affect or because changes or the emergence of the dependent variable (Sugiono, 2008). For independent variable was “the implementation of color vowel chart”.Dependent variable was a variable that was affected or which become due, because of the independent variables(Sugiono, 2008). For Dependentvariable In this research was “the improvement students pronunciation”.

According to Arikunto (2006), population was the whole of research subject. According to Crowl (1996) inHalimatussa (2012), "population were groups consisting of all people to whom researchers wish to apply their findings. In other word population was all subject on the research.”The population of the research was the first second students of SMP Negeri 1 Majauleng Sengkang in academic year 2017-2018. The total number of the population is 40 students which were consist of two class. This study applied random sampling technique. The numbers of the students are 20 students. Random sample are ten class VIII B is women and ten class VIII C is men.

The research will use pronunciation test to assess and examines the students pronounced. The test are pre-test and post-test. The pre-test are give to asses and to examine the students’ pronunciation without The Color Vowel Chart strategy in the previous treatment of applying using The Color Vowel Chart as the manner to asses and examine the students’ pronunciation. Both pre-test and post-test will use to find out

development of the students’pronunciation after treatment by The Color Vowel Chart.To analysis the data, the research will use inferential statistical analysis to know the

effectiveness of using The Color Vowel Chart Strategy to stimulate the students pronouncing to analyze the data the research does same following.

1. Descriptive Statistic

This technique will use to describe the characteristic of each research variables by showing mean score and standard deviation. The following is classification of statistical analysis.

1. calculating the mean score of the students’ answer is

X:

Where,

X : mean scores

: all scores

N: the total number of students

1. Finding out the significant different between pre-test and post-test by calculating the value of the test. The following formula is employed:

Where:

T= Test of Significant

D= Mean score

(∑D)= The score of the all items

∑D= The sum of the all square

N= Number of subject in particular group

1. Finding Out Degree of Freedom

Degree of freedom is needed when we want to compare between the obtained t () with the table entry for relevant *df*and level significant the degree of freedom formula is:

*df =* n-1

n = the number of the students

To analyze the data, the researcherapplied some the following steps:

* Analysis of the Result of Students’ Pretest Score
* Then, students’ score classified using.

**Table 1.** Students’ score classification

|  |  |
| --- | --- |
| Scale | Classification |
| 95 – 100 | Excellent |
| 85 – 94 | Very Good |
| 75 – 84 | Good |
| 65 – 74 | Average |
| 55 – 64 | Poor |
| 45 -54 | Very Poor |

(Depdikbud in Nurhidayat:2008)

**Table 2.** Rubric Scoring

|  |  |  |
| --- | --- | --- |
| Classification | Score | Criteria |
| Excellent | 6 | Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors. |
| Very Good | 5 | Pronunciation is slightly by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct. |
| Good | 4 | Pronunciation is still moderately influenced by the mother tongue but no serious phonological erros. A few grammatical and lexical errors but not only one or two major errors causing confusion. |
| Average | 3 | Pronunciation is seriously influenced by the mother tongue but only few serious phonological errors several grammatical and lexical errors, some of which cause confusion. |
| Poor | 2 | Pronunciation is seriously influenced by the mother tongue with errors causing breakdown in communication many basic grammatical errors. |
| Very Poor | 1 | Serious pronunciation errors as well as many grammatical and lexical errors. No evidence of having mastered my of the language skills and areas practiced in the course. |

(Depdikbud in Nurhidayat: 2008)

**FINDINGS AND DISCUSSION**

1. **Findings**

The findings of the research deals with the students’ score of pre-test and post-test, the frequency and rate percentage of the students’ score, the mean score and standard deviation of pre-test and post-test, t-test value and hypothesis testing.

The students score of pre-test (X1) and post-test (X2), gain / difference between matched pairs (D) and the square of the gain (D2). To get the answer of the research question in the previous chapter, the researcher has collected the result from two kinds of the namely pre-test and post-test. A pre-test was given to the students before having teatment which aimed to know the achievement of the students of pronunciation. Both of pre-test and post-test were given orally to the students with asking them to answer the question related to the topic that they presented. The research used pronunciation test to asses and examines the students’ pronounced. The tests were pre-test and post-test. The pre-test was given to assessed and to examine the students’ pronunciation without The Color Vowel Chart strategy in the previous treatment of applying using The Color Vowel Chart as the manner to asses and axamine the students’ pronunciation. Both pre-test and post-test were used to find out development of the students’pronunciation after treatment by The Color Vowel Chart.

In pre-test. The students was given pronunciation test to know their achievement in pronunciation. The researher asks the students to pronounce without using the Color Vowel Chart and the students answer the questions based on thier material. The researcher found many difficulties of the students pronunciation that were given based on the topic. The researcher saw that, they could not speak English well. On the other hand they were shy to speak because they have bad pronunciation, limited vocabulary, and tack of grammatical knowledge.

In treatment, the researcher explained about the Color Vowel Chart method and how to apply it. After that, the researcher divide students into group gave same question for each group discuss and researcher asks the students to turn answering the question. Total sum of students was twenty (20) person, so it can be diveded as follow, fourth (4) groups had five (5) members. Then he led them in discussion group by using the Color Vowel Chart. The researcher saw that, they were so attractive with the material and they can share opinion one to other. They speak fluenty even thought their pronunciation was effected by mother tongue, there were some grammatical error in their pronunciation. After doing the treatment for two meeting, the researcher tried again their pronunciation in post-test. Here students spoke in front of class individually based on question the topic. The reseracher observed that, there was significance different students pronunciation before having the treatments.

In post-test was being conducted to find out the students pronunciation achievement. It were be used to check the result of treatment. It was useful to know whether the Color Vowel Chart was effective to stimulate the students pronunciation.

1. Descriptive Statistic

This technique was used to describe the characteristic of each research variables by showing mean score and standard deviation. The following in classification of statistical analysis.

1. Mean Score

X=Ƹx

N

Where : X = Mean score

Ƹx = The sum of all score

N = Number of student

1. Standard Deviation

SD=Ƹx2-(Ƹx)2

N

N-1

SD = Standar devison

Ƹx = The square of the sum

N = Total number of subject

1. Inferential Statistic

It aims to find out the difference between pre-test and post-test in improving the student’s speaking ability by guided question calculating the value of the t-test using formula.

T= D

N

N (N-1)

Explanation

T = Test of significant

D = The mean of the differnces score

Ƹx = The sum of the differences score

N = The total number of the students

Table 3score classification

|  |  |  |
| --- | --- | --- |
| No | Scale | Classification |
| 1 | 95 – 100 | Excellent |
| 2 | 85 – 94 | Very Good |
| 3 | 75 – 84 | Good |
| 4 | 65 – 74 | Average |
| 5 | 55 – 64 | Por |
| 6 | 45 -54 | Very Poor |

The result of the students’pre-test are presented as in the following table :

**Table 4**. The result of the students pre-test

The famele class is VIII B

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | Name | Pronunciation | Vocabulary | Total | Score |  |
| 1 | Andi Elisa Mulya | 78 | 72 | 150 | 75 | 56 |
| 2 | Asvira | 75 | 75 | 150 | 75 | 56 |
| 3 | Besse Aisyah Nabila | 80 | 88 | 168 | 84 | 70 |
| 4 | Besse Rezky Maharani | 77 | 70 | 147 | 73 | 53 |
| 5 | Cindy Saftika Sari | 88 | 70 | 158 | 79 | 62 |
| 6 | Desi Nurul Hidayah | 73 | 68 | 141 | 70 | 49 |
| 7 | Ekhlesia Parante | 83 | 76 | 159 | 79 | 62 |
| 8 | Nur Dillah | 75 | 65 | 140 | 69 | 48 |
| 9 | Nur Rahma Syam | 85 | 73 | 158 | 79 | 62 |
| 10 | Tiara Angraeni | 72 | 78 | 150 | 75 | 56 |
| N | =10 | X=786  79 | X=735  73 | X=1.521 | X=758  76 | X=575 |

The table result of the students’ pre-test female class is VIII B. The students’ Cindy Saftika Sari score in pre-test for their pronunciation in speaking was (88) because she was can speak English of the pronunciation very good and true, and the students Besse Aisyah Nabila score for their vocabulary in pronuciation was (88) because she was smart and to know much vocabulary in speaking. The total pre-test Cindy Saftika Sari was (158) and Besse Aisyah Nabila was (168).

**Table 5.** The result of the students pre-test

The male class is VIII C

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | Name | Pronunciation | Vocabulary | Total | Score |  |
| 1 | Arif Rahman | 78 | 78 | 156 | 78 | 61 |
| 2 | Baso Akram | 75 | 80 | 155 | 77 | 59 |
| 3 | Baso Syarif Hidayatullah | 80 | 85 | 165 | 82 | 67 |
| 4 | Gusti Rama | 77 | 75 | 152 | 76 | 58 |
| 5 | Muh. Akbar Rian Jaya | 88 | 72 | 160 | 80 | 64 |
| 6 | Muh. Arifim | 73 | 70 | 143 | 71 | 50 |
| 7 | Muhammad Faisal | 83 | 83 | 166 | 83 | 69 |
| 8 | Muhammad Ferdiansyah | 75 | 70 | 145 | 72 | 52 |
| 9 | Syahrul Awal Amda | 85 | 75 | 160 | 80 | 64 |
| 10 | Teguh Apriliadi | 73 | 85 | 158 | 79 | 62 |
| N | =10 | X=786  76 | X=773  77 | X=1559 | X=777  78 | X=603 |

The table result of the students’ pre-test male class is VIII C. The students Muh. Akbar Rian Jaya score in pre-test for their pronunciation in speaking was (88) because student was can speak in front of their friend their pronunciation and the students Baso Syarif score in pre-test for their vocabulary in speaking was (85) because to know vocabulary in speaking and can improve used new words. The result of the student’s post-test as in following table:

**Table 6.** The result of the student’s post-test

The famele class is VIII B

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | Name | Pronunciation | Vocabulary | Total | Score |  |
| 1 | Andi Elisa Mulya | 82 | 78 | 160 | 80 | 64 |
| 2 | Asvira | 85 | 90 | 175 | 87 | 76 |
| 3 | Besse Aisyah Nabila | 88 | 90 | 178 | 89 | 79 |
| 4 | Besse Rezky Maharani | 80 | 83 | 163 | 81 | 66 |
| 5 | Cindy Saftika Sari | 90 | 95 | 185 | 92 | 85 |
| 6 | Desi Nurul Hidayah | 78 | 75 | 153 | 76 | 58 |
| 7 | Ekhlesia Parante | 88 | 93 | 181 | 90 | 81 |
| 8 | Nur Dillah | 85 | 88 | 173 | 86 | 74 |
| 9 | Nur Rahma Syam | 87 | 85 | 172 | 86 | 74 |
| 10 | Tiara Angraeni | 75 | 80 | 155 | 77 | 59 |
| N | =10 | X=838  84 | X=857  86 | X=1,695 | X=844  84 | X=716 |

The table result of the students’ post-test female class is VIII B. The students’ Cindy Saftika Sari score in post-test for their pronunciation in speaking was (90) because to improve pronunciation students after that the treatment about color vowel chart, and the students Cindy Saftika Sari score for their vocabulary in pronuciation was (95) because can to know vocabulary in speaking. The total post-test Cindy Saftika Sari was (185)

**Table 7**. The result of the student’s post-test

The male class is VIII C

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | Name | Pronunciation | Vocabulary | Total | Score |  |
| 1 | Arif Rahman | 80 | 80 | 160 | 80 | 64 |
| 2 | Baso Akram | 87 | 83 | 170 | 85 | 72 |
| 3 | Baso Syarif Hidayatullah | 85 | 90 | 175 | 87 | 76 |
| 4 | Gusti Rama | 77 | 78 | 155 | 77 | 59 |
| 5 | Muh. Akbar Rian Jaya | 88 | 92 | 180 | 90 | 81 |
| 6 | Muh. Arifim | 75 | 72 | 147 | 73 | 53 |
| 7 | Muhammad Faisal | 85 | 85 | 170 | 85 | 72 |
| 8 | Muhammad Ferdiansyah | 82 | 86 | 168 | 84 | 71 |
| 9 | Syahrul Awal Amda | 80 | 82 | 162 | 81 | 66 |
| 10 | Teguh Apriliadi | 78 | 82 | 160 | 80 | 64 |
| N | =10 | X=817  82 | X=830  83 | X=1,647 | X=822  82 | X=678 |

The table result of the students’ post-test female class is VIII B. The students’ Muh. Rian Jaya score in post-test for their pronunciation in speaking was (88) because to improve pronunciation students after that the treatment about color vowel chart, and the students Baso Syarif score for their vocabulary in pronuciation was (90) because can to know vocabulary in speaking. The total post-test Muh. Rian Jaya (180).

To know the difference students pronunciation before and after having the treatments. The result of the students’ pre-test and post-test and presented as in the following table :

**Table 8**. The total raw of the students pre-test and post-test

The famele class is VIII B

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Name | Pre-test  (X1) | Post-test  (X2) | Gain  (X2-X1) |  |
| 1 | Andi Elisa Mulya | 75 | 80 | 5 | 25 |
| 2 | Asvira | 75 | 87 | 12 | 144 |
| 3 | Besse Aisyah Nabila | 84 | 89 | 5 | 25 |
| 4 | Besse Rezky Maharani | 73 | 81 | 8 | 64 |
| 5 | Cindy Saftika Sari | 79 | 92 | 13 | 169 |
| 6 | Desi Nurul Hidayah | 70 | 76 | 6 | 36 |
| 7 | Ekhlesia Parante | 79 | 90 | 11 | 121 |
| 8 | Nur Dillah | 69 | 86 | 17 | 289 |
| 9 | Nur Rahma Syam | 79 | 86 | 7 | 49 |
| 10 | Tiara Angraeni | 75 | 77 | 2 | 4 |
| N | =10 | X=758  76 | X=844  84 | X=86 | X=926 |

The table 8 show *that the total score of pre-test and post-test famele class*  VIII B ( was 76, and post test ( was 84. That gain / difference between the matched pair ( was 8.6 and the square of gain ( was 92.6 and the minimum gain (D) of the students score 4 and the maximum score 289.

**Table 9**. The total raw of the students pre-test and post-test

The male class is VIII C

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Name | Pre-test  (X1) | Post-test  (X2) | Gain  (X2-X1) |  |
| 1 | Arif Rahman | 78 | 80 | 2 | 4 |
| 2 | Baso Akram | 77 | 85 | 8 | 64 |
| 3 | Baso Syarif Hidayatullah | 82 | 87 | 5 | 25 |
| 4 | Gusti Rama | 76 | 77 | 1 | 1 |
| 5 | Muh. Akbar Rian Jaya | 80 | 90 | 10 | 100 |
| 6 | Muh. Arifim | 71 | 73 | 2 | 4 |
| 7 | Muhammad Faisal | 83 | 85 | 2 | 4 |
| 8 | Muhammad Ferdiansyah | 72 | 84 | 12 | 144 |
| 9 | Syahrul Awal Amda | 80 | 81 | 1 | 1 |
| 10 | Teguh Apriliadi | 79 | 80 | 1 | 1 |
| N | =10 | X=777  78 | X=822  82 | 44 | 348 |

The table 9 show *that the total score of pre-test and post-test male class*VIII C ( was 78, and post-test was 82. That gain / difference between the matched pair ( was 4.4 and the square of gain ( was 34.8 and the minimum gain (D) of the students score 1 and the maximum score 144.

1. Score classification

Students’ score of pre-test and post-test were classified into some criteria. The criteria percentages, the frequency of the students score of pre-test and post-test are explained as in the following tables :

**Table 10**. percentages, the frequency pre-test and post-test

The famele class is VIII B

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | Component | Classification | Pre-test | | Post-test | |
| F | % | F | % |
| 1. | Pronunciation | Excellent | - |  | - |  |
| Very Good | 2 | 10% | 6 | 30% |
| Good | 6 | 30% | 4 | 20% |
| Average | 2 | 10% | - | - |
| Poor | - |  | - | - |
| Very Poor | - |  | - | - |
|  |  | Total | 10 | 50% | 10 | 50% |

**Table 11**. percentages, the frequency pre-test and post-test

The male class is VIII C

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | Component | Classification | Pre-test | | Post-test | |
| F | % | F | % |
| 1. | Pronunciation | Excellent | - |  |  |  |
| Very Good | 2 | 10% | 4 | 20% |
| Good | 6 | 30% | 6 | 30% |
| Average | 2 | 10% |  |  |
| Poor | - |  |  |  |
| Very Poor | - |  |  |  |
|  |  | Total | 10 | 50% | 10 | 50% |

**Table 12**. percentages, the frequency pre-test and post-test

The female class is VIII B

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | Component | Classification | Pre-test | | Post-test | |
| F | % | F | % |
| 1. | Vocabulary | Excellent | - | - | 1 | 5% |
| Very Good | 1 | 5% | 4 | 20% |
| Good | 3 | 15% | 5 | 25% |
| Average | 6 | 30% |  |  |
| Poor | - |  |  |  |
| Very Poor | - |  |  |  |
|  |  | Total | 10 | 50% | 10 | 50% |

**Table 13.** percentages, the frequency pre-test and post-test

The male class is VIII C

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | Component | Classification | Pre-test | | Post-test | |
| F | % | F | % |
| 1. | Vocabulary | Excellent |  |  |  |  |
| Very Good | 2 | 10% | 4 | 20% |
| Good | 5 | 25% | 5 | 25% |
| Average | 3 | 15% | 1 | 5% |
| Poor |  |  |  |  |
| Very Poor |  |  |  |  |
|  |  | Total | 10 | 50% | 10 | 50% |

1. The frequency and percentage of the students’ pronunciation in speaking

**Table 14**. frequency and percentage of the students’ pronunciation in speaking

The class VIII B and VIII C

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | Component | classification | Pre-test | | Post-test | |
| F | % | F | % |
| 1. | Pronunciation | Excellent | - |  |  |  |
| Very Good | 4 | 20% | 10 | 50% |
| Good | 12 | 60% | 10 | 50% |
| Average | 4 | 20% |  |  |
| Poor | - |  |  |  |
| Very Poor | - |  |  |  |
|  |  | Total | 20 | 100% | 20 | 100% |

The table showed us the students’score from pre-test until post-test. The students’ *score in pre test* for their pronunciation in speaking were : there was not (0%) st udents got score between 95-100. There were 4 (20%) students got score

between 85-94. There were 12 (60%) students got score between 75-84. Also there 4(20%) students got score between 65-74. Also there (0%) students got score between 55-64. Also nobody there (0%) students got score between 45-54.

The students’*score in post-test* for their pronunciation in speaking there was not (0%) students got score between 95-100. There were 10 (50%) students got score between 85-94. There were 10 (50%) students got score between 75-84. But nobody (0%)students got score between 75-84. Also there (0%) students got score between 65-74.Also there (0%) students got score between 55-64.Also there (0%) students got score between 45-54.

1. The frequency and percentage of the students’ vocabulary in speaking:

**Table 15.** frequency and percentage of the students’ vocabulary in speaking

The class VIII B and VIII C

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | Component | classification | Pre-test | | Post-test | |
| F | % | F | % |
| 1. | Vocabulary | Excellent |  |  | 1 | 5 % |
| Very Good | 3 | 15% | 8 | 40% |
| Good | 8 | 40% | 10 | 50% |
| Average | 9 | 45% | 1 | 5% |
| Poor |  |  |  |  |
| Very Poor |  |  |  |  |
|  |  | Total | 20 | 100% | 20 | 100% |

The students’*score in pre-test* for their vocabulary in pronunciation were: there was not (0%) students got score between 95-100. There were 3 (15%) students got score between 85-94. There were 8 (40%) students got score between 75-84. There were 9 (45%)students got score between 75-84. Also there (0%) students got score between 65-74.Also there (0%) students got score between 55-64.Also there (0%) students got score between 45-54.

The students’*score in post-test* for their vocabulary in pronunciation were: there were 1 (5%) students got score between 95-100. There were 8 (50%) students got score between 85-94. There were 10 (50%) students got score between 75-84. There were 1 (5%)students got score between 75-84. Also there (0%) students got score between 65-74.Also there (0%) students got score between 55-64.Also there (0%) students got score between 45-54.

1. The mean score of the students pre-test and post-test

The calculation of the mean score of students pre-test and post-test and the mean score of the gain are presented as in the following :

1. The mean score of the students pre-test class VIII B and VIII C
2. **Pre-test class VIII B**

**X=**

**N**

**X=758**

**10**

**X= 76**

Thus, the mean score of the students’pre-test class VIII B (X1) was 76.

1. **Pre-test class VIII C**

**X=**

**N**

**X=777**

**10**

**X= 78**

Thus, the mean score of the students’pre-test class VIII C (X1) was 78.

1. The mean score of the students post-test class VIII B and VIII C
2. **Post-test class VIII B**

**X=**

**N**

**X=844**

**10**

**X= 84**

Thus, the mean score of the students’post-test class VIII B (X2) was 84.

1. **Post-test class VIII C**

**X=**

**N**

**X=822**

**10**

**X= 82**

Thus, the mean score of the students’post-test class VIII C (X2) was 82.

1. The mean score of the students gain class VIII B and VIII C
2. **The mean score of the students gain class VIII B**

**D=**

**N**

**D= 926**

**10**

**D= 92,6**

Thus, the mean score of the gain was 92,6

1. **The mean score of the students gain class VIII C**

**D=**

**N**

**D= 348**

**10**

**D= 34,8**

Thus, the mean score of the gain was 34,8

After calculating the result of the students pre-test, post-test, the mean score of the students pre-test and post-test was presented as in the following table:

**Table 16.** The mean score of the students pre-test and post-test

1. Class VIII B

|  |  |  |
| --- | --- | --- |
| Test | Mean Score | Total Score |
| Pre-test | 76 | 758 |
| Post-test | 84 | 844 |

1. Class VIII C

|  |  |  |
| --- | --- | --- |
| Test | Mean Score | Total Score |
| Pre-test | 78 | 777 |
| Post-test | 86 | 822 |

1. The mean score of the students pre-test and post-test class VIII B and VIII C

|  |  |  |
| --- | --- | --- |
| Test | Mean Score | Total Score |
| Pre-test | 78 | 154 |
| Post-test | 85 | 170 |

The data on the table 8 shows that the mean score of the students pre-test was 78 which classified as good while the mean score of the students post-test was 85 which classified as very good. In the other words, it can be said that the mean score of post-test was higher that the mean score of pre-test.

1. T-test value

Calculating the t-test to indicate the significance between the pre-test and post-test for experiment with the t-test value.

The using of t-test in this research to know the students significant different in learning achievement after treatment by using the color vowel chart method. To calculated the students t-test, the researcher used t-test formula.

**T= D**

**N**

**N (N-1)**

**Where :**

**D=**

**N**

**D= 1271**

**20**

**D= 64**

**t= 64**

**20**

**20 (20-1)**

**t= 64**

**20**

**20 (20-1)**

**t= 64**

**20**

**20 (19)**

**t= 64**

**380**

**t= 64**

**t= 64**

**0.8**

**t= 80**

thus, the test was 80

The t-test of the students’ pronunciation after having treatments is presented as in the following table :

Table 17 The t-test value and the t-table of the students pronunciation

|  |  |  |
| --- | --- | --- |
| Variable | t-test | t-table |
| X2-X1 | 80 | 1610 |

The table 17 above show that t-table was smaller that the t-test value of the students’ prononciation, where the t-test was 80 and the table was 1610 . it can be conclude that the there is significant difference between the results of the students’ pre-test and post-test.

1. Hypothesis testing

The reseult of the data analysis at the level of significance p= 0,05 and degree freedom (df) where N= 20, indicated that the result of post-test was higher than the result of the pre-test.

To find out the degree of freedom (df), the formula used is as in the following :

Df = N-1 where (N=20)

Df = 20-1

Df = 19

For level of significance 0.05 and Df = N-1 = 19. Thus the value of the t-table was 80.

Comparing with the t-test value, it be can be said concluded that the t-test value (80) was higher than t-table value (1610), in other words, it can be said that the alternative hypothesis (H1) is acceptable because there is significance difference between the pre-test and post-test using the color vowel chart can stimulate the students’ pronunciation.

From the analysis above, the researcher concludes that there was significance difference between the result of pre-test and post-test score of students pronunciation after giving treatment by using the color vowel chart method. In the other words, it can be said that the use color vowel chart method in learning process can improve the students pronunciation.

Thus, t-table was 1610. If the t-table value was greater than t-table at the level of significance (P)= 0,05 and df = 19. Thus the alternative hypothesis would be accepted and null hypothesis was rejected. In contrary, if the t-test value was lower than t-table at the level of significance 0,05 and degree of freedom df 19, thus alternative hypothesis would be rejected and null hypothesis (H0) would be accepted. Score of pre-test and the mean score of post-test in the students pronunciation before and after giving treatment of the color vowel chart. Color vowel chart improve the students pronunciation.

1. **Discussion**

Having analyzed the data that have been presented in the previous sections, it was found that the students’ pronunciation improved. It was supported by the good score of students in every test in pre-test and post-test kept improving for pre-experiment class.

Cooperative learning (color vowel chart) is a successful teaching strategy using small teams, each with students of different of ability. It uses a variety of learning activities to improve their understanding of a subject. Each members of a term is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

Based on the finding above, there are many factors which make success the students to improve their pronunciation through color vowel chart. It is found that

the students help each others and work and study together to achieve the materials. Each team has responsible to help their groups member to understand the material totally. If there are members who do not understand the material, they explain to their friends untill their friends understand it. They never feel bored,angry, and tried to explain the material to their friends. It makes the teaching and learning process enjoyable.

The finding above has proven that color vowel chart can improve the students achievement, pronunciation,vocabulary, and performance in speaking. The mean test score increased from the pre-test to the post-test shows that the students achievement and performance improved because of color vowel chart.

Even though this study has proven that the color vowel chart can motivate and improve the students achievements and performance (pronunciation in the speaking) in the class but also it is found some weakness of cooperative learning. Some students just want to be grouped with their closed friends. They want to choose their group mate by their self. It is so difficult to activate all students because just the active students dominate the teaching and learning process. Even though there are some weaknesses which have been found but at the end of this study all the weaknesses have been decreased.

It is very reasonable to assume that cooperative learning (the color vowel chart) can improve the quality of the teaching and learning process. It is main advantages are that the learning process is focused on the students; the situation of the learning feel enjoyable. It seems for the students that this technique is different from the usual one that was always used by teacher. Beside their pronunciation was measured, the also felt interesting and got self confidence to pronoun in front of the class because they could use words by their own language. All the elements in speaking, in this case their pronunciation, vocabulary, pronunciation had improved well.

The result of the observation above shows that the students learning activities, creativity, feeling of happiness and interaction improve a lot because of cooperative learning. All indicators for each aspect show that the students perticipate, work together, and help each other in the teaching and learning process to accomplish the lecture's goals.

There are many improvements to the students’ achievement and performances, but some weaknesses were found in this study. Some of the students still have some difficulties to a pronoun in front of their friends. They also still feel shy to introduce their self, explore their ideas and give comments or suggestions on their friens introduction.

This research involved second-semester students of SMP Negeri 1 Majauleng with 2 class, consist of 40 students. But based on the data that have been collected in this research. It was caused by students attendance during the pre-test and post-test. So the data for the findings was selected by the students who followed the pre-test and post-test.

The researcher gave a material for students with some questions that they should discussion the group. After having the discussion some member students for each group moved to the other group to got some informations and knowledge based on the result discussion. Then two other group to share their result discussion. After the changing the information, each member of group who strayed back to their group then discuss their findings to find out conclusion.

In the process of discussion, the students were changing their knowledge and understanding about something that they had been pronunciation many kind times with different students. This process made students be active and participle in learning process. Beside that, the students were trying to be thinking skill. The good understanding and resoning were a major key to understand the pronunciation.

Based on the data when the researcher conducted this research, there are many obstacles which face the students. The teaching and learning processes are limited in time. The rainy season is also one of the obstacles but is does not make the students lazy to join the teaching and learning process.

The main goals of this study are to improve the students pronunciation and using the color vowel chart . the goals have been achieved well. It can be seen from the result of pre-test and post-test. Even though the results were good, it still needs some stabilization.

Based one the finding above, there are many factors which make succsess the students to improve their pronunciation through color vowel chart. It is found that the students help each others and work and study together to achieve the materials. Each team has responsible to help their groups members to understand the material totally. If there are member who do not understand the material, they explain to their friends unti their friends understand it. They never feel bored, angry, and tried to explain the material to their friends. It makes the teaching and learning process enjoyable material, they explain to their friends unti their friends understand it. They never feel bored, angry, and tried to explain the material to their friends. It makes the teaching and learning process enjoyable.

**CONCLUSION**

Relating to the research findings and discussion in the previous chapter, the conclusion are presented in the following statements.

The data show that the students’ pronunciation using the color vowel chart at the end in the research. It proved that the use of the color vowel chart contributes to the students’ pronunciation. Based on the findings above, the color vowel chart can improve the students’ pronunciation English language. After giving them treatment using the color vowel chart, the students can speak in frontof their friends their pronunciation also improve well. Furthermore, the color vowel chart can improve the students’ vocabulary. It can be seen when they spoken, they always used new words.

The presentation of data analysis in pre-test and post-test indicated that before giving treatment the students pronunciation was categorized as”good” with the mean score (78). After giving the treatment, the students pronunciation was categorized as “very good” with a mean score of (85). It means that the color vowel chart improving pronunciation. Based on the statistical analysis result at the level significance 0,05 and degree of freedom (df) (N-1) between the students' achievement in pronunciation before and after giving treatment using the color vowel chart. It was found that the value t-test was greater than the value t-table, that was 80>19 this proved that there was significance

difference on the students pronunciation before and after taught by using the color vowel chart. It means that the use of pronunciation could improve significantly the students pronunciation.

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