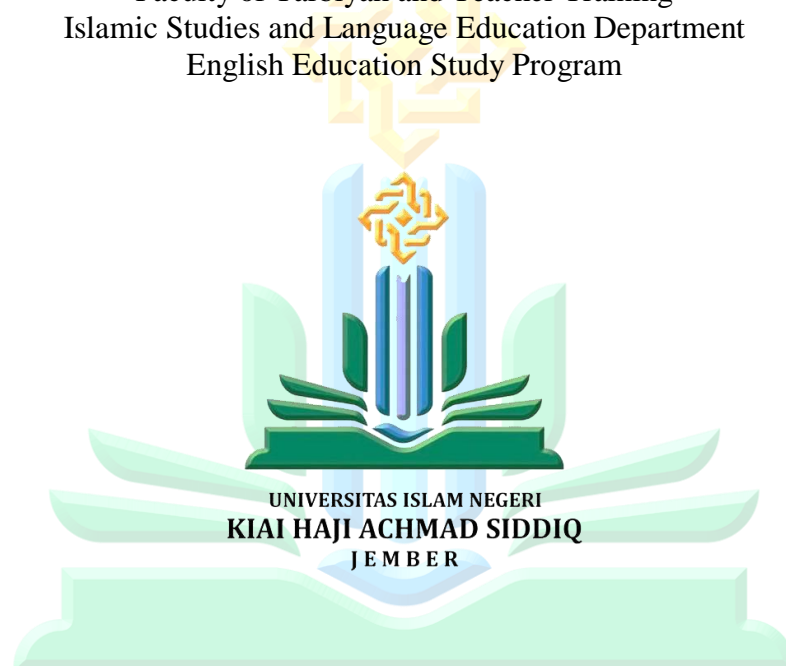# THE ABILITY OF STUDENTS PHONEMIC THROUGH SPEAKING ENGLISH LEARNING AT MTS NURUR ROHMAN

THESIS

Presented to the State Islamic University of Kiai Haji Achmad Siddiq of Jember
In Partial Fulfillment of Requirements
A Bachelor's Degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Studies and Language Education Department
English Education Study Program

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

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**THE ABILITY OF STUDENTS PHONEMIC THROUGH SPEAKING
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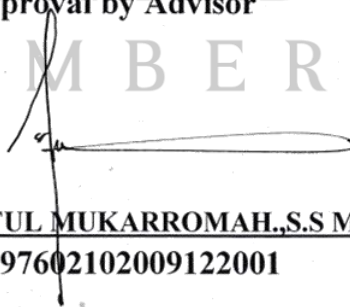Faculty of Tarbiyah and Teacher Training

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THESIS

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The requirments for the bachelor degree of education (S.Pd)
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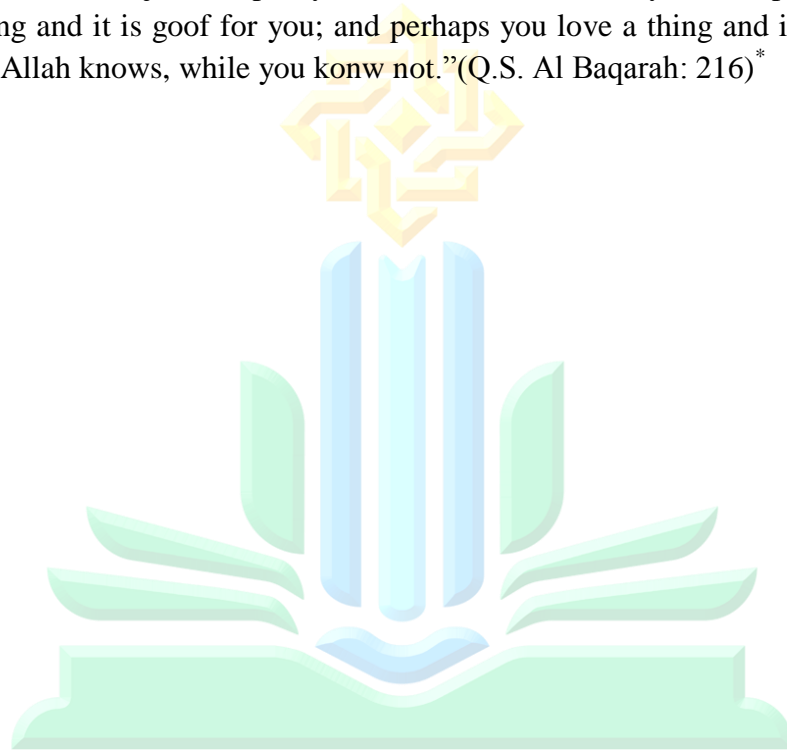
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MOTTO

كُتِبَ عَلَيْكُمُ ٱلْقِتَالُ وَهُوَ كُرْهٌ لَّكُمْ ۖ وَعَسَىٰ أَن تَكْرَهُواْ شَيْئًا وَهُوَ خَيْرٌ لَّكُمْ ۖ

وَعَسَىٰ أَن تُحِبُّواْ شَيْئًا وَهُوَ شَرٌّ لَّكُمْ ۗ وَٱللَّهُ يَعْلَمُ وَأَنتُمْ لَا تَعْلَمُونَ ﴿٢١٦﴾

"Fithing has been enjoined upon you while it is hateful to you. But perhaps you hate a thing and it is goof for you; and perhaps you love a thing and it is bad for you. And Allah knows, while you konw not."(Q.S. Al Baqarah: 216)[*]


DEDICATION

I respectfully dedicate this thesis for:

1. Mr. Sukarso and Mrs. Romla, My beloved parents who never stop giving love, support and always take care of me. For my hero, namely my father, even though sweet words and motivation are rarely spoken, I know you will always support me. To my beloved mother who always prepares food for me, shares stories, exchanges advice and remaind me to finish this thesis. They are my angels in the world, they are so amazing.

2. Muhammad Samsul Hadi, my younger brother, even though sometimes we have different opinions and argue, I know that you still care and support me, like always asked me when I finish this thesis.
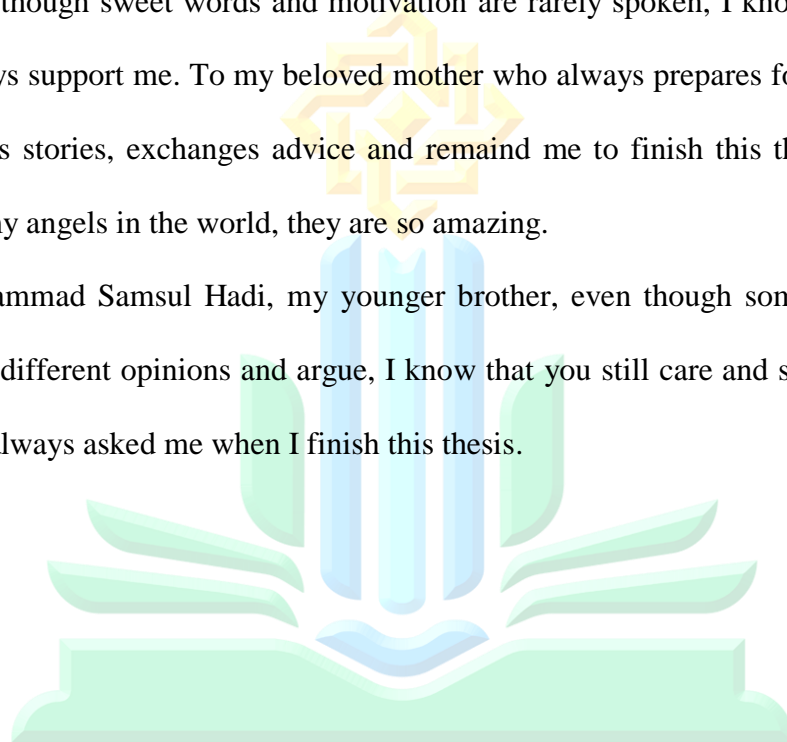
ACKNOWLEDGEMENT

First, I want to express thanks to Allah who has mercy and blessing, who has blessed me with a healthy body to complete my thesis. In addition, I would like to express my deepest gratitude to these people as follows:

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5. Dr. Inayatul Mukarromah.,S.S,M.Pd, my advisor has guided, advised, and support me in conducting the research and writing this thesis.

6. All of the lecturers of Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember who has contributed a wealth of knowledge.

7. My participant is willing to participate in my research project of the abilty of students phonemic through speaking English learning

The author realizes that this thesis has not yet reached perfection, both in terms of writing and language. For the sake of the perfection of this thesis, the author gladly accepts criticism and suggestions for improvement in the contents of this thesis. Hopefully, this thesis is useful for researchers. Hopefully, Allah will reward all the extraordinary acts of kindness done by the people who helped me in completing this thesis

Jember, 1 Juni 2023

Researcher

ABSTRACT

Siti Hasanah, 2023: The Ability of Student Phonemic Through Speaking English Learning at Mts Nurur Rohman

Keywords: *phonemics, speaking skill, collaborative learning.*

Phonemics is part of phonology that studies speech sounds according to their function, namely as a differentiator of meaning. Phonemic teaching is of course very much needed for students, especially in English learning speaking classes. This is of course to help students build speaking skills from intonation and pronunciation. The current research aims to investigate how phonemic comprehension can help students explore their speaking abilities. Furthermore, this research focuses on how students will later implement their phonemic understanding through speaking English learning. The present study had three research objective, the are: 1) To found out how the students' phonemic abilities in speaking English learning, 2) To found out if there are obstacles for students of phonemics in speaking English learning, 3) To found out students' implementation the phonemics study through speaking English learning. Researcher used a qualitative and phenomenological research approach as a research design. This research project was carried out in one of the junior high schools in Jember. Participants in this study were all students from grade 8, totaling 25 students. Data were collected from three stages including class observation taking photos of learning and teaching activities, document analysis through student learning artifacts such as written and unwritten assignments and semi-structured interviews through audio recordings. Data analysis namely data presentation and data reduction. There are three findings from the research that 1) providing phonemic understanding to students as a theoretical basis for students in building speaking skills; 2) students' difficulties in learning phonemic study through speaking English learning and how to overcome them; and 3) implementation related to students' phonemic understanding through speaking English learning. The results of the study found that, 1) Provide language learners with a basic understanding of linguistic such as phonemic study from an early age could helped students thoritically to explore their speaking skill, 2) Students had problem to understand pitch material and how to implement the intonation into their speaking. In this case, teacher helped students overcome their difficulties, 3) Collaborative learning task is used as a place for students to implemented their phonemics ability could encourage students to biult understanding of the material and do a practice.

TABLE OF CONTENT

CHAPTER I

INTRODUCTION

This chapter presents certain aspects that emphasize the research topic to be carried out, which included the research background, research questions, research objectives, significance of the research, and definition of the key terms.

A. Research Background

Education has always been an inseparable part of people's lives, it is formal or nonformal education. This is because education is a primary that is needed for every human being and it is also important, especially for normative terms.

> *"Education is an attempt to make a change, the attitudes or behavior of a person or group of people in an effort in terms of maturing humans through teaching or training efforts, and also to aims form and develop the knowledge, abilities, and character."*[1]

In addition to developed knowledge, abilities, and character something that is needed to built and developed a good and harmonious society, where the quality of a person's life is determined by how good the character is. Education and teaching are two interrelated components. Where these two components are one way to developed human beings. To achieve the goals of learning and teaching, the teacher not only served as a speaker and students become listeners but the teacher has built active communicated in the classroom.

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[1] Biesta Gert, "Good Education in an Age of Measurement: on The Need to Reconnect with The Question of Purpose in Education" The Journal of Educ Asse Eval Acc. Vol, 46 (2009). 39

'The reciprocity between teachers and students plus intense communication can make it easier for the teacher to convey teaching materials and for students to have space to voice their opinion. voicing opinions can also train students speaking skills."[2]

The Indonesian government also emphasizes the UUD 1945 Constitution of the Republic of Indonesia, which state that the protects the entire nation and the entire homeland of Indonesia to promote public welfare, educated the nation's life, and participated in implementing order based on eternal peace the social justice. In this case, we could understand that the achievement of welfare and the progress of community and state life cannot be separated from the role of education in it. Where the knowledge we got in formal education is based on the knowledge. There are a million experiences that would lead us to maturity. While article 3 UU number 20 of 2003 confirms that national education functions in developing capabilities and shaping the character and civilization of a dignified nation to educate the nation's life.

"Speaking is an individual process of constructing and sharing meaning with other individuals through the use of verbal and non-verbal symbols, in various contexts."[3]

Speaking is also an important part of learning and teaching English as a second language. Several studied also suggested that English teachers in teaching speaking only as a repetition of exercise or memorize dialogues. However, as time goes on in learning and teaching speaking, many linguistics and ESL teachers agree that students learned and practice speaking by

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[2] Stephen Kemmi, Christine Edward, "Understanding Education History, Politics and Practice", (Singapore: Springer Nature, 2018) hlm 2.

[3] Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking ina Second Language" The internet TESL journal. Vol, XII No. 11 (2006).

"interacting". That is, there is reciprocity between teachers and students or students and students.

English speaking not be separated from linguistics studies. Previously, teaching speaking was an activity in which a teacher or someone taught how to produce sounds and sound patterns of English speech. Use word and sentence stress, intonation patterns, and second language rhythms.[4] The science that discussed all of that, we called linguistics studies the science that studies language itself. Linguistics as a human communication system is also an adjective related to language or the study of language. In learning English, especially speaking skills, linguistic theories are needed, which could be implemented in learning, even indirectly.

In linguistic studies, there are four different levels of language sign not only two, that are phonology, morphology, syntax, and semantics. Semantic is related to meaning (what is signified), while the other three are related to exponents.[5] In this case, the researcher will focus on phonology, which phonology is the study of sound systems and combinations of sounds in a language. It has to do with how these sounds are systematically arranged and how they are combined to form words and then categorized and interpreted in the mind of speakers.[6]

Phonemics is part of phonology that studies speech sounds according to their function as a differentiator of meaning. While the object of phonemic

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[4] Ibid

[5] Ralph W & Jeff Connor, "An Introduction of Language and Linguistics" (Cambridge University Press 2006) hlm 4

[6] Hamka, "Phonetics and Phonology in Teaching English as The Theory of Language Production" The Journal of English and Teaching (2016), 360.

study is called a phoneme. Within the phoneme, there is something called a suprasegmental phoneme, in which the speech aspect affects a stretch of sound that is larger than one segment. Suprasegmental included pitch length, intonation, syllable structure, and stress.[7]

In this study, the researcher would examine the extent of students' phonemic abilities by speaking English learning at Mts Nurul Rohman Mayang. In the initial review, the researcher found several student obstacles in learning and practicing their speaking skills, one of which was the students' limitations in practicing English because English was still something unfamiliar to them. This raises only a small portion of them. Teaching linguistics such as pronunciation with clear articulation, correct intonation, and the right stress is expected to make it easier for them to speak English. The researcher also believed that the use of proper articulation, intonation, and emphasis could make learning English more interesting.

The are several problems that occur in various places related to phonemics in language. In Saudi Arabia, precisely at Jouf University in a research Analysis of Phonological Constraints of Saudi EFL Learners found that EFL students experienced phonological problems including; errors in the articulation of initial consonant clusters, final consonant clusters, multi-syllable words, foreign sounds, vowel, and voiced or muted phonemes. Other findings also it was found in this study that EFL students and instructors have

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[7] Ralph W & Jeff Connor, (2006), op.cit. p.28

different views regarding phonological problems.[8] The same thing was also found at Lambung Mangkurat University, Banjarmasin. Where the focus of this research is the Regional Language Phonemic interference in English speaking. The findings in this study are that there are major differences in phonemes and phoneme systems between Banjarese and English so students have difficulty pronouncing English correctly and accurately.[9]

Besides that, At Sohar University in Sohar conducted articulation training for Arabic speakers on English Phonemic Discrimination. Research showed that articulatory training could improve students' ability to perceptually distinguish between two problematic sounds utilizing additional listening practice.[10]

The uniqueness of the research is that we could found out the phonemic abilities of Mts Nurul Rohman students in learning to spoke English and whether incorporated linguistics indirectly into learning English can make it easier for students to learned and practice their speaking skills. The researcher also felt that the selection of research locations was appropriate, because students learning English, especially speaking, we're still looking for their identity.

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[8] Atalah Mohammad, Hammad Ali Alshammari, "Analysis of Phonetic and Phonological Constrains of Saudi EFL Learners" The journal of English Language Teaching. Vol, 13 No. 1 (2020). 70.

[9] Fatchul Mu'in, "Phonemic Interference of Local Language in Spoken English by Students of English Departemen of Lambung Mangkurat University" The journal of Language Teaching and Research. Vol, 8 No. 1 (2017). 74.

[10] Linebaugh Gary, Thomas Roche, "Learning to Hear by Learning to Speak: The Effect of Articulatory Training on Arab Learners English Phonemic Discrimantion" The Article of Linguistic. Vol, 36 No. 2 (2013). 155.

The approach used by the researcher is qualitative descriptive. This aims to understand what phenomena are experienced by research subjects, for example: could the material presented by the researcher help students developed speaking skills?

B. Research Question

Anchored on the previous discussion, this research attempts to examine how the students' phonetic and phonemic abilities in speaking English learning. To guide this research, the research question is formulated as follows:

1. How are students' phonemic abilities in speaking English learning?

2. How are students' difficulties in learning phonemics through speaking English learning?

3. How are students implementing the phonemic study through English-speaking learning?

C. Research Objectives

Based on the research questions above, there is some objective this study is trying to achieve, there are:

1. To found out how the students' phonemic abilities in speaking English learning.

2. To found out if there are obstacles for students of phonemics in speaking English learning.

4. To found out students' implementation the phonemic study through English-speaking learning.

D. Significance of The Research

The result of this study is expected to be useful both theoretically and practically as described in the following section:

1. Theoretically

The result of this study is expected to enable the creation of ideas and developments related to understanding theories related to teaching English. Especially the phonemic abilities of students in learning English. So, when the result of this study can help students or teachers in developing phonemic abilities in English.

2. Practical

The result of this study is expected to provide information to readers who conduct research with almost the same title as well as encourage readers to identify more specific information about teaching English, especially in students' phonemic abilities in learning to speak English.

E. Definition of Key term

1. Speaking English learning

Speaking is an interactive process of constructing meaning which consists of producing and receiving skill which is divided into two main categories namely, accuracy and fluency. Accuracy consists of using vocabulary, grammar, and pronunciation through several activities whereas fluency is taking into account the ability to keep going when speaking

spontaneously.[11] To achieve these two categories, of the course students must be presented with materials that would bring them to achieve that. As the researcher would incorporate basic linguistic knowledge directly such as phonemic study, the use of clear articulations, pitch in speaking, and proper stress when communicating.

2. Phonemic

Phonemic is a branch of phonology that studies the sound of language by paying attention to the function of the sound which aims to differentiate meaning. The object of phonemic study is called a phoneme whose function is to distinguish the meaning of one word from another.[12] In this study, the researcher focuses on suprasegmental phonemes that are stress and pitch. Researcher would directly incorporate several suprasegmental theories into speaking English learning.

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[11] Aseptiani Parmawati, Ratih Inayah, "Improving Students Speaking Skill through English Movie Scope of Speaking for General Communication" ELTIN Journal. Vol, 7 No. 2 (2019). 44.

[12] Juliawan M.D, "An Analysis of Phonemic and Graphemic Changes of English Loanwords in Bahasa Indonesia Appearing in Magazine Enteitled CHIP" International Journal of Language and Literature. Vol, 1 No. 1 (2017). 56.

CHAPTER II

LITERATURE REVIEW

A. Previous research

In the context of previous research, there are several research topics related to the current research as follows:

First, the thesis are "A Phonemic and Graphemic Change of English Loanwords in Teropong Articles of Kompas Newspaper". This study discussed the process of phonemic and graphemic changes in English loanwords in the Teropong articles in the Kompas newspaper. Teropong articles contain developments in science and technology. For several reasons this research was conducted, the first is that most of the Indonesian words used are borrowed words, the second is that Kompas is a major leading newspaper in Indonesia, and the last is that the issue of science and technology is an interesting issue to discuss. In this research, the writer found that there were 50 loanwords in the Teropong article in the Kompas newspaper. At the grapheme level, the author discussed changes in the spelling system in Indonesian adapted from foreign languages, included graphemes, double consonants, and consonant clusters. Thus, it could be concluded that borrowed is not an accidental and unstructured process, but is usually intentional, directed, and systematic.[14]

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[14] Nur Izma R, "A Phonemic and Graphemic Change of English Loanwords in Teropong Articles of Kompas Newspaper" UIN Syaruf Hidayatullah; Jakarta (2011) p. 6

Second, the thesis are "Effect of Phonemic Awareness and Oral Reading Fluency". This study was conducted to look at the correlation between growth in phonemic awareness and growth in oral reading fluency in first graders working with middle-level students in small group settings. The researcher also believed that teaching phonemes directly allows students to understand the sound correctly to begin built a foundation for their reading skills. The data of this study show that with a small group intervention for four weeks, students' average words per minute growth in oral reading fluency grew to nineteen words per minute. Researchers are pleased to see that the growth of phonemic awareness helps students with their oral reading fluency.[15]

Third, the journal article are "Phonemic Awareness Skill of Speech-Language Pathologists and Other Educators" This study focuses on teachers as educators who rely on their knowledge and skill in provided an understanding of the awareness that phonemics effectiveness is a component important in early literacy, especially for children who have difficulty learning to read. This study aimed to evaluated and compared awareness regarding the phonemic abilities of several groups of educators, included speech-language pathologists. SLP shows great performance in the measurement of phonemic awareness skills when compared to other educators. The performance of reading and special education teachers are comparable to kindergarten and first-grade teacher. Knowledge of orthography harmed the performance of all

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[15] Melisa Vetsch, "Effect of Phonemic Awareness and Oral Reading Fluency" Minnesota State University Moorhead (2021) p. 5

groups. However, SLP is much more proficient than other educators in word segmentation.[16]

Fourth, the journal article are "Phonemic Interference of Local Language in Spoken English by Students of English Department of Lambung Mangkurat University". This study examines the difficulties of students at the University of Lambung Mangkurat in speaking English due to interference from the local language, that is Banjar. They have difficulty learning new phonemics, new vocabulary, and different ways of putting words into sentences in a new language in English. This makes learning English quite difficult for them. This study was conducted to analyze first, whether errors occur due to phonemic disturbance in the use of spoken language by the English students department of Lampung Mangkurat University. Second, Banjar language phonemes are used of spoken by English students at the department of Lambung Mangkurat University. The result of the study shows that Banjar and English have major differences in terms of phonemes, the main differences in phonemes and phonemic systems between Banjar and English create difficulties for students with a Banjar language background. As a result, there is a linguistic phenomenon, namely phonemic disturbance.[17]

Last, this journal article are "Improving the Tenth Grade Students' English Speaking Ability through Storytelling" This study investigates the use of storytelling application methods in improved student's English speaking ability and how students respond to learning methods using storytelling

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[16] Melanie and Marvin W, "Phonemic Awareness Skill of Speech-Language Pathologists and Other Educators" American Speech Language-Hearing Association. Vol, 39 (2008) p. 512
[17] Fatchul Mu'in (2017), *op.cit. p.* 64

application. Storytelling is not just about conveying a story. Besides that, storytelling also has goals that are beneficial to students such as developing several aspects, that is the aspect of language, social-emotional, cognitive, and moral development. The result of this research could be concluded that the storytelling method can improve students' ability to speak English. This is evidenced by an increase of 43% in students speaking ability after applying the method. In which the initial University condition of the student's completeness percentage is only 27%.[18]

Table 2.1
Similarities and Differences of Previous Research

No	Name/Title of Research	Similarities	Differences
1	2	3	4
1	Izma Rachmiati (2011) "A phonemic and Graphemic Change of English Loanwords in Teropong Articles of Kompas Newspaper"	Both types of research investigated the phonemics in the English Language	- Research focuses - The previous study focussed on phonemic and graphemic changes in English loanwords in Teropong articles. And the present study focuses on the student's phonemic ability through English-speaking learning by suprasegmental (stress & pitch approach)
2	Melisa Vetsch Larson (2021) "Effect of phonemic Awareness and Oral Reading Fluency"	Both types of research investigated the students' phonemic ability	The previous study focused on the effect of phonemic awareness of oral reading fluency and the present study focuses on student phonemic ability

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[18] Firdayanti and Dwi Suci "Improving the Tenth Grade Students' English Speaking Ability through Storytelling" Jounal of English Education. Vol, 7 Issue. 1 (2018) p. 137

			through speaking English learning
3	Melanie Schuele and Marvin W. Lee (2018) "Phonemics Awareness Skill of Speech-Language Pathologists and Other Educators"	Both types of research investigated phonemic skills in the English language	- Research participant - Research focus The previous study focused on awareness of phonemics skills in speech-language pathologists and the present study focuses on the student's ability of phonetic and phonemic in speaking English learning
4	Fatchul Mu'in (2017) 'Phonemic Interference of Local Language in Spoken English by Students of the English Department of Lambung Mangakurat"	Both pieces of research investigated the student's phonemic ability	- Research participant - Research focus The previous study focused on the phonemic interference of the local language that is Banjar, for students in English speaking and the present study focuses on the student's phonemic ability through speaking English learning
5	Firdayanti Firdaus and Dwi Suci A (2018) "Improving the Tenth Grade Students' English Speaking Ability through Storytelling""	Both types of research investigated the student ' speaking ability	- Research participant - Research focus The previous study focused on improving students' English speaking ability through storytelling and the present study focuses on the student ability of phonetic and phonemic in speaking English learning

From previous studies, it could be seen that although several studies have investigated the phonemic study in the English language. With this in

mind, the researcher wanted to investigated how the students' phonemic ability by speaking English learning.

B. Theoretical Framework

1. English Language Teaching

Teaching cannot be separated from the learning process, these two things always intersect.

> *"The relevance of linguistic information and training for language teacher should be self-evident from the fact that linguistic describes the sounds, words, and sentences he must teach and helps him to understand the linguistic problem of his students"[19]*

Therefore in teaching English, no one couldn't only taugh English well if the teacher learned English well. teachers must continually learned, and teachers are the reason students could dreamed of doing extraordinary things. In the process of teaching and learning, good learning outcomes are determined by the progress of teachers in the subjects they teach.

> *"Language learning is no longer limited to the traditional classroom context where the teacher and the teaching materials often provide the main source of language input and language practice"[20]*

Regarded the nature of teaching described above, in this section, the researcher intended to highlight three aspects of teaching English that are considered the researcher. There are:

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[19] Robert Lado, "Language Teaching a Scientific Approach" Institute and Linguistics Georgetown University (1964) p. 22

[20] Willy A & Handoyo Puji, "English Language Teaching Today Linking Theory and Practice" English Language Education (2016) p. 4

a. The Concept of ELT

Globally teaching English has became an increased needed, not just transferred knowledge and skills. Teaching English haf also became an important concerned in language education.

> *In general, the type of teaching English is the same. But what makes them different is especially their emphasis, their background, and also their countries of origin where English is spoken that is English-speaking countries and non-English speaking countries.*[21]

Therefore, at these points, we could saw the context in the background of students, teachers and the environment where English is spoken more or less interested in the term or teaching English.

b. Teaching Methodology in ELT

In implemented ELT there are at least four center areas that must be considered namely, management and interaction class, methodologies-posting method, students, and framework of the social and institutional context of ELT. This is done from the time of time, where the English teacher taugh, students, learned and developed. Currently, the process of teaching and learning English is increasingly supported by technological innovation. Students did not only rely on class but they could learned and even acquire English (through reading, listening, speaking, and writing) wherever and whenever. At

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[21] Lin G.H.C, Chien P.S.C, "An Introduction to English Teaching" A Textbook for English Educators ERIC (2010) P. 1

any time use available technology arounded them, such as smartphones and computers.[22]

c. Assessment in ELT

Assessments or tests id natural development and possible takers only showed what they understand and what they didn't understand. A test is a tool for measured the development of a learner's learned. Knowledge and skills in a particular field of study. By looking at the test results, the teacher could made decisions regarded teaching and what teaching methods ate appropriate to use in learning. Several linguists point out that in practice this assessment must be made based on test included validity, reliability, practicality, authenticity, and washback. Considering the five dimensions above could also made it easier for teachers to know what curriculum is suitable for implementation. [23]

2. **Teaching Speaking**

As an English Foreign Language (EFL) student, Speaking is the essential to learned a second foreign language.

> *"Speaking is a productive oral skill that consists of constructing systematic verbal utterances to convey meaning, by practicing it in everyday life."[24]*

Ultimately, success in learned a second language could be measured by our ability to built conversations with other people in the

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[22] Herdiana, "Groups-Based English Language Teaching" Thesis of English Education Faculty of Syarif Hidayatullah State Islamic University Jakarta (2020) p. *14*

[23] *ibid*

[24] David Nunan, "Language Teaching methodology: A textbook for teachers" New York: Prentice Hall International, Ltd (1991), p 38.

language itself. We practice speaking and interacted verbally with other people in a second language. However, in speaking we also needed sound and correct language learning, example: knowledge of how to convey, convey meaning and for turn ideas into words.

> *"Speaking is not a separate skill, it cannot stand alone because several complex activities or sub-skills such as vocabulary mastery, grammar content, comprehension, language input, phonology, and translation are involved"[25]*

Speaking is not only about word order that must be considered, but also clear articulation must also be considered. In speaking a foreign language or a second language, correct and clear pronunciation could made it easier to achieve successful communication activities.

Teaching speaking is the act of guide students to be able to communicate and showed any kind of interaction with other people involved in the conversation. So, in teaching, speaking skills are needed to make students have a clear understanding of speech.

> *"The fact that as a teacher, we need to provide a classrooms with appropriate teaching materials, a communicative learning process environment or demands to always present teaching strategies that will improve students speaking skills"[26]*

The term teaching could be understood from several perspectives. Generally, teaching means the act of someone who taugh to let students know certain knowledge or certain skills by guide and facilitated learning, enabling learners to learned, and setting conditions for learning.

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[25] Hamzah Fanshuri, "The Teachers Strategi in Teaching Speaking at MTs Annur Tangkit" Thesis of Islamic University Suthan Thaha Saifuddin Jambi, (2019), p. 10

[26] Hamzah Fanshuri (2019), *op.cit. p.* 13

Teaching needed to be seen as a process, included someone who taugh and owns the material and background. All components necessary for teaching must be maximized to achieve what effective teaching means.

3. **Linguistic**

a. **Definition of Linguistics**

> *"Linguistics includes a broad range of topics. It is plural noun. The exception takes singular verbs"*[27]

The complex worked of language is the subject of linguistics. Linguistics is such a growing field and impossible to separated it is from other fields, that are culture, literature, social science, politics, law, psychology, and others.

> *"Linguistics, however, is a much broader field than this might lead one to suppose, invaluable though such work has proved in contributing to our understanding of how human language is structured"*[28]

This is because linguistics has an orientation to investigated the means of social interaction in society as a whole, it is not only product of language as an autonomous entity. Language also had several patterns, such as semantics, syntax, phonology, and morphology which are the focus of linguistic studies.

b. **Applied Linguistics**

Applied linguistics is an interdisciplinary field of research and practice dealing with practical problems of language and communication which could be identified, analyzed, or designed by

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[27] Laurie Bauer, *Beggining Linguistics* (United Kingdom: Palgrave Micmillan, 2012), p. 3.

[28] Fiona & Tim Marr, "Why do Linguistics" London: Longman (2015)

developed new theoretical and methodological frameworks in the

process.

> *"Applied linguistics is the theoretical and empirical investigation of a real problem in which language is the central issue"*[29]

By utilized the descriptions, methods, and results of linguistic

research for various practical purposes; one of which is in the branch

of language teaching. This branch of applied linguistics also has a

function to solve problems and of course, problems related to

language in education. Ricard and Schmidt in the Dictionary of

Language Teaching & Applied Linguistics define educational

linguistics as:

> *"Educational linguistic is a term sometimes used to refer to the branch of applied linguistics that deals with language and education"*[30]

In this case. Educational linguistics plays a role in regulated

systems in the teaching and learning process, such as the stages of

what type of language knowledge should be taught and build to the

students whom they are speaking English.

4. **Phonology**

The term phonology is often associated with the study of this

higher level of organization of speech. This makes phonology often said to

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[29] Brumfit. (1997). Young Learners Characteristics (TEYL/TMYL). (Online) Accessed on January 10, 2023.

[30] Jack C. Richards and Richard Schmidt. 2002. *Dictionary of Language Teaching and Applied Linguistics*. London: Longman.

be related to the organization of speech in a particular language, or to the sound systems and patterns that occur in a particular language.

> *"Phonology is a science that deals with the knowledge of the sound system in language, a branch of linguistics that studies the way of speech sounds, form systems, and language patterns. Connecting the physical facts of speech to other linguistic knowledge that speakers possess, knowledge of vocabulary and grammar."[31]*

From the theory above has been described that phonology deals with the design or arrangement of speech sounds in a particular language, it is also studies the function of its language. In other words, it's about how that one sound related to each other to produced meaningful words.[32]

> *"Phonology: the study of the sound system of language; how the particular sounds used in each language form an integrated system for encoding information and how such systems differ from one language to other"[33]*

Phonology is divided into two branches, segmental phonology, and suprasegmental phonology. Segmental phonology is language segmentation that analyzes speech into discrete segments such as vowels and consonants into various distinctive speech sounds presented by phonetics regard function and possible combinations of sounds. Suprasegmental phonology, also known as prosody, is a non-segmental feature phonology such as stress, pitch, etc.

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[31] Khulafaur Rosyidin, "English Phonological Rules Applied in The Martian Flim" Thesis of Maulana Malik Ibrahim Islamic University of Malang (2016), p. 12

[32] Rohmatu Nisa, "An Error Analysis of English Voiceless Plosive Consonant Produced by The Students of Junior High School" Thesis of State Institute for Islamic of Metro (2020), p. 18

[33] Johannes A. Prayoga, "English Phonology" Course Description/Outline (2007) p, 2-1

a. **Suprasegmental Phonology**

So far, we have studied individual sounds but speaking involves stringing sounds together into larger units.

> *"Aspects of speech that affect a range of sounds that are larger than one segment are called suprasegmental. Suprasegmental aspects of speech include length, pitch, intonation, syllable structure, and stress."[34]*

Because the suprasegmental aspect of speech involves organizing sounds into larger units, the study of suprasegmentals straddles the domains of phonetics (the study of speech sounds as physical objects) and phonology (the study of how language organizes sounds into different patterns).

> *"that suprasegmental (prosodic) features have an important role in clarifying and understanding meaning in English."[35]*

Stress and pitch which are part of the suprasegmental could help students understand that using the right stress and appropriate intonation could made it easier for them to convey meaning in English sentences. This also applies to the interlocutor, the interlocutor is assisted in understanding the sentence and the intended meaning by using suprasegmental elements such as stress and pitch.

1) **Stress**

ones are often different in quality. Stress is important at three different levels:[36]

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[34] Ralph W & Jeff Connor, (2006), op.cit. p.28

[35] Munro, M., & Derwing, T. (2006). The functional load principle in ESL pronunciation instruction: An exploratory study. System, 34(4), 520−531.

[36] Nadia Rivaldi, (2021), op.cit. p. 22

Word level – multisyllabic Many teachers also advocated started with stress as the basic built block of pronunciation teaching. Stress refers to the prominence gave to certain words, certain syllables, or words in speech.

> *"The volume, force, pitch change, and length of a syllable, and the frequent places where we see hand gesture and another movement when we see someone speaking are signs that are present in stress"[37]*

Stress has a paradigmatic system, in which the pattern of stress depended on which part of the word it is, for example, a noun or a verb. Generally, English verbs and adjectives follow one set of rules, and nouns another. Thus English has pairs of words that differ only in stress, where one word is a noun and, the other a verb: we are reJECT the Reject. ReCORD the Record, conVERT the CONvert, inSULT with an Insult.[38]

a) The striking feature of English is the reduced nature of unstressed syllables. Thus, not only are stressed syllables longer, louder, more forceful, and at a different pitch, but unstressed words have one or more syllables that are stressed

b) Sentence level – they do not the styles of scientific works

c) Constructive stress – the most important words carry greater stress

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[37] Nadia Rivaldi, "An Analysis of Suprasegmental Used by the Fourth Sememster Students at English Education Study Program of FKIP UIR" Thesis of Faculty of Teacher Training and Education University Islam Riau (2021), p. 21

[38] Ralph W & Jeff Connor, (2006), op.cit. p. 32

As noted above that stress is an important aspect of teaching stress is its conversion absence of stress. It is often the failure to unstress syllables appropriately that makes learners' pronunciation difficult to understand because unlike other languages.

> *"English tends to maintain a rhythm from stressed syllable to stressed by unstressing and therefore reducing the syllables in between."*[39]

Pattern the reduced vowel 'schwa' is common in English and deserved special attention. the 'a' at the end of 'LYNda' the 'ents' at the end of 'STUDents' and the words 'to' and 'the' in the above example would all be pronounced with a schwa.

Although the rhythm of English couldn't be called strictly stress-time, it nevertheless presents real problems for learners, particularly if they spoke an L1 which is syllable-timed that is where each syllable had stress or where the stress patterns of words are predictable. Work on stress and un tress at each of the three levels is therefore essential for many learners and the stress pattern should be taught along with every new multisyllabic word.

2) **Level of stress**

There are only three possibilities in recognizing stress: primary stress, secondary stress and, unstressed.[40]

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[39] Nadia Rivaldi (2021), *op.cit. p.* 23
[40] Praticia Ashby, "Understanding Phonetics" London: Book point (2011) p.161

a) Primary stress

Some syllables are pronounced louder, longer and, higher than others. This is called primary stress. Primary stress refers to the most or more prominent syllable in a word.[41] Primary stresses are indicated by a vertical sign ['] placed over the line.

For example:

Reading ['ri:dɪŋ]

Phonograph ['foʊ. noʊɡræf]

b) Secondary stress

Syllables that are pronounced more slowly with a low pressure are called secondary stress. Collins state that secondary stress is the second most prominent force. Secondary stresses are indicated by a vertical mark below the line.

For example:

Activation [ˌæktɪˈveɪʃn]

Understand [ˌʌndərˈstænd]

c) Unstressed Unstressed

syllable that has no sign in other words this is a non-prominent syllable.

For example:

Grow [ɡrəʊ]

Like[laɪk]

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[41] Beverley Collins and Inger M. Mees, "Practical Phonetics and Phonology" USA and Canada: Routledge (2013) p. 306

3) Pitch

The pitch of voice carries a lot of information. It could tell you whether the speaker is a male or female, a large person or small, old or young.

> *"A high pitch can tell you that a person is frightened: and a low pitch that he/she is angry".[42]*

This kind of information is not linguistic, but physical or emotional. The term tone refers to the linguistic use of the pitch where to convey meaning at the sentence or discourse level.

The way pitch works is also very complex, and teachers will not have time to explore theory in depth with students. However, there are some simple patterns that even a novice learner can recognize and practice. Major pitch changes occur in stressed syllables, especially in tonic syllables. Five main patterns of pitch can be identified: descending, rising, oscillating, rising and falling and levels:[43]

a) Rising pitch means the pitch of voice rises from time to time [↗];

b) Falling pitch means that the pitch falls with time [↘];

c) Dipping or Fall-rising pitch goes down and then goes up [↘↗];

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[42] Ralph W & Jeff Connor, (2006), op.cit. p. 29

[43] Clennell, C, *"Raising the pedagogic status of discourse ntonation teaching"*. ELT Journal. Vol, 51 No. 2, (1997) p. 117.

d) Peaking or Up and Down pitch goes up and down [↗↘].

A falling pattern usually indicates that the speaker has finished, at least temporarily. Rising picth indicates a question or continuation. These differences can signify meaning even in brief exchanges. So if someone calls me and I say a rising 'Yes', I'm signaling that I'm open to interacting with them, but if I say a declining 'Yes' it may indicate that I don't want to talk to them. them, and can even be interpreted as rude. Thus, questions for which the speaker knows the answer will be said in a decreasing tone, while questions seeking new information are usually spoken in an increasing tone.

Often, 'Yes-No' questions will have a rising tone, and 'wh' questions will have a falling tone, but this is only true some of the time, since the way speakers make these questions depends crucially on their intention and how the question fits into the rest of what they are saying. In Australia, many speakers use what is called a 'high rising terminal' – that is, their intonation rises, even where they may be expected to signal finality at the end of an utterance. This seems to be associated with the signal of solidarity, and is more often found among less powerful speakers.[44]

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[44] Gilbert, J, "*Intonation: A navigation guide for the listener. In Morley, J. (ed.) Pronunciation pedagogy and theory*" New views, new directions. Virginia, USA:TESOL. (2016).

5. Phonemes

Phonemes are the different sounds within a language. Phonemes refer to the smallest segments of sound that are grouped. The set of phonemes consists of two categories: vowel sounds and consonant sounds.

At the phonological level, the commutation test allows the analyst to identified the phonemes of the language. These are the basic units of sound that enable the native speakers of a given language to recognize the difference in meaning between words. Under the heading of phonology a brief look at what has traditionally been thought of as pronunciation, but devotes most of the attention to intonation. This part is because most of the exciting developments in the analysis discourse have been intonation studies, traditionally pronunciation has found strength in the ability of linguists to segment the sounds of language into discrete items called phonemes.

> *"Gimson says that it is possible to establish the phonemes of a language using a process of communication or the discovery of minimal pairs. The minimal pairs of a word are different in a respect of only one sound segment called a phonem."[45]*

Katamba in Muhammad stated they are four points to identified sounds as one phoneme namely:

a. Minimal pair is a method to identified the sounds of two word which is similar but different in meaning by identified the phonemes example;

[45] Arman, "Improving Students Pronounciation Through Speech at The Eighth Year Students of SMP Negeri 1 Sabbang (Palopo: STAIN,2010), P. 17

[r] and [I] in reading and lead, the distribution of phonemes starting from the front of words that use as differences function

b. The contrast of analogs environments is the method used to make differences in parts of sounds or segmentation as different phonemes but pronounced similarly example; phonemes /f/ and /v/

c. A suspicious pair is a method that uses ad different phonemes, some sounds may only be a variation from others sounds, they couldn't be called different phonemes but it is different sounds example /k/ and /g/ its different because of voicing but have a similar articulation that from a velar stop

d. Recapitulation the method uses based on perception from language learners (hearer), for example, sounds in phonemes /t/ its different in meaning when there are sounds from /t/as a card, cart, tin, and thin.[46]

The nature of phonemes in general linguistics as a purely empirical science has branches: phonology, morphology, syntax, and semantics. Phonology studies the sounds of said a language included its suprasegmental sounds. Indonesian consists of sounds. Not just any sound, gave a certain sound which is somewhat different according to certain languages.

a. **Points of Articulation**

Articulation in the English-Indonesian dictionary means good at spoke, good at expression thoughts, and spoke the words.

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[46] Sahara, "Improving Students Pronounciation by Applying a Phonics Method in the Classroom at The Eighth Grade Students of UPT SMPN 6 Satap Malangke (2019), P. 20

Articulation is also one of the new learned models. Articulation ability is very closely related to speaking skills and is one aspect of language skills.[47]

Bilabial: the lower lips are put against the lower lips (articulated by two lips), (/p/, /m/, /b/, /w/).

Labio-dental: articulated by the lower lip and upper front teeth (/f/, /v/).

Accidental: articulated by the tip of the tongue on the back of the upper front teeth (/θ/) *thank, think, thought,* (/ð/) *the, there, they*.

Apicoalvelar: articulated by the tongue blade on the alveolar ridge (/n/, /s/, /d/, /z/, /L/, /r/, /y/, /t/).

Franco palatal: the tongue blade articulates with the alveolar ridge, while the front of the tongue is raised toward the hard palate (/ʃ/) *she, shy, show, shall,* (/ʒ/) *pleasure, measure, treasure*.

Dorsovelar: articulated by the back of the tongue against the central and forward part of the soft palate (/k/, /g/,/ŋ/)

b. **Manner of Articulation**

The manner of articulation is what happened to the articulator when a phoneme is produced. Moreover, the way airflow is affected is as it flows the lungs up and out of the mouth and nose.[48]

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[47] Parwati, Galid and Septian, "Improving Articulation abilty of Makedonia IV Grade Elementary School Through Hands on Activity Activities" Journal of Elementary Education Vol, 01 No. 03 (2018) 109

[48] Tareq Zyadat, "The Influence of Manner of Articulation and General Feature on Creating Secondary Characteristics of Sibilants" International Journal of Innovation, Creativity and Change. Vol, 14 No. 2 (2020), 1682.

Stops are produced when the sound is stopped completely in the oral cavity (/b/,/d/, /g/, /p/, /t/, /k/)

Fricative sounds are produced by an obstruction of the air stream causing audible friction (/v/, /z/, /f/, /ʒ/, /ʃ/, /s/, /ð/)

Affricative sounds are produced by a stop closure followed immediately by a slow release of the closure characteristic of fricative ([tʃ], [dʒ])

Nasal sound is produced with the velum lowered, and air escape through the nose as well as the mouth (/m/, /n/, /ŋ/)

Lateral the lip of the tongue is frutagmints, and the alveolar and the stream goes out through both side (L).

Thrill/Flap the lip of the tongue is trilling or flapping against the velum (/n/, /j/)

c. **English Consonant Phonemes**

English has twenty-four consonant phonemes. There are six stops, nine fricatives, two affricatives, three nasals, one lateral, and three glides. Except for the glottal stop, all of the stops are either voiced or voiceless. The same is true for the fricative, except for /. The affricatives also come in voiced-voiceless pairs. All of the nasals are voiced and so are lateral and glides.

d. **Indonesian Consonant phonemes**

Indonesians' language has twenty-two consonant phonemes. There are two affricates, six frigates, four nasals, one vibrate, one

lateral, and two semi-vowels. Same with English consonants, except for the glottal stop, all of the stops are either voiced or voiceless. The same is true for the fricatives, except for /. The affricative also comes in voiced or voiceless pairs. All of the nasals are voiced and so are vibrate, lateral, and semivowel.[49]

6. **Collaborative learning**

Collaborative learning is a situation where there are two or more people learned or tried to learned something together. Collaborative learning is often applied in teaching English and is proven through various studied regarded the positive impact of used collaborative learning in the learning process.

> *Collaborative learning facilitates students to learn and work in groups to solve problems or complete a task.[50]*

However, if they gather in one place and talked to each other while doing their respective assignments, this couldn't be said to be collaborative learning. Collaborative learning requires students who are in groups to involve themselves in teamwork. All members in a group feel that they have the same goal so that discussions are created to solve problems or completed assignments.

> *Social interaction plays an important role in student learning. Students learn from each other from social interaction.[51]*

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[49] Nur Izma Rachmiati, (2011), *op.cit. p. 26*

[50] Laal, M., and Ghodsi, S.M. 2011. Benefits of Collaborative Learning. in Procedia - Social and Behavioral Sciences Journal. Vol 31, Pp.486-490

[51] Blake, B. and Pope, T. 2008. Developmental Psychology: Incorporating Piaget's and Vygotsky's Theories in Classrooms. in Journal of Cross-Disciplinary Perspectives in Education Vol. 1, No. 1, Pp 59 - 67

The social interaction in question is that students gave each other their opinions about problems or tasks that must be completed, and other members observed and provided feedback to each other, this could improved students' speaking skills. As is known, collaborative learning is supported by three theories. The first is Cognitive theory, this theory is related to the exchange of opinions between group members so that a process of knowledge transformation occurs. The second theory is the theory of social constructivism, social interaction between members which will encourage individual development in respected the opinions of group members. Then, the theory of motivation, because it provided a conducive environment for students in a group, it also increases the courage of members to give opinions and create togetherness.[52]

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[52] Nine Febri N, "Collaborative Learning in ESP Speaking Classroom: Learners' Percept Experiences" International Seminar on Language, Education, and Culture Volume (2019), p 312

CHAPTER III
RESEARCH METHODS

A. Research design

Qualitative research is an approach used in this study, it aims to explore and understand the meaning of individuals or groups. Qualitative research could also be done through scientific critical thinking and inductive thinking.

> *"The research process involves questions that arise and procedures, data are usually collected in participant settings, data analysis is constructed inductively from a specific theme to a general theme"*[53]

Therefore, the quote above explained that in this case, the researcher could interpreted the meaning of the data. The final written report also has a flexible structure. Those who engage in this form of inquiry should supported ways of looking at research that respect the inductive style, focus on individual or group meaning, and the importance of rendering the complexity of a situation.

The method in this research used several steps systematically. This method was then studied phenomenology and descriptive, following the data obtained for descriptive qualitative analysis.

The way of thinking used in this study is also an inductive way of thinking, namely by capturing the facts that were found during the research process, including; The first is to look at the facts and phenomena contained in the learning and teaching process in 8th class at Mts Nurur Rohman. second,

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[53] John W. Creswell, "Research Design Fourth Edition" University of Nesbraska-Licoln (2014), p 32

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look at the facts and phenomena that occur after the learning and teaching process and the value of the results of the assignments gave, whether all students could answer correctly or only a few people.

The scientific basis and methodology contained in the research are used to analyze the findings of the data obtained during the research process, namely with the scientific theory of linguistics, included the theory of English language teaching, teaching speaking, linguistics which included definitions of linguistics and applied linguistics, phonology which included suprasegmental phonology (stress and pitch) and phonemes.

The instruments used in this study to obtained data included observation, interviews, group assignments, student assignment scores, and finally record/pictures as documentation. and the final step is the collection and presentation of data before entered into conclusions.

B. **Research context and participant**

This research would be conducted to found out the experience of students in the eighth-grade junior high school when learning to understand phonemic studies in English lessons. When chose a school as a place of research, the researcher considered several reasons: 1) an Islamic school called PRA-KBM an activity where students perform Duha prayer together before started learning on a certain day as s start to form student habits, 2) the school also has several facilities who supported for learning process such as computer labs, libraries, and LCD projectors with are used to made it easier for teachers and students to learned, 3) this school is also very suitable for the title that the

researcher takes because the students at this school experience difficulties to developed the ability to spoke English, so that it is suitable for the researcher to introduce suprasegmental phonological understanding to them,

Before leaving for school, researcher gave a letter of permission of informed consent from the faculty. Researcher do this from ethics before doing research. Researcher asked for informed consent from the administrative staff on campus to obtain permission from the principal and the curriculum section. At the time, researcher told the English teacher about the research that researcher would do at school and explained the concept and the purpose of my research on the phonemic study in English learning. After discussing with English teachers, English teachers suggest to do research at 8th class, because some students from the 8th class have participated in an English language competition, namely an English speech competition, then, researcher would check the experience of one student that researcher would investigated how understanding and improvement that students get from the lessons researcher gave in class.

In this study, the researcher invited students to became participants in the study. However, of all students from that class, only several were willing to participated in the research voluntarily. Apart from the voluntary decision, the researcher has a reason why he complied: research objectives and agreeing to participate in this study. First, the participants is from individual task and group task. Second, participants quickly understand learning English and do a correct pronunciation when practicing. Before conducted research, researcher

inform especially for that class. She will be invited to relize the phonemic study related to the benefits, and then participants wouls be interviewed.

C. Instructional procedures

In this study, a researcher would teach an understanding of phonology, namely suprasegmental phonemes, to junior high school students through speaking English learning class. The aspect of speech that one segmentis are called suprasegmental. Suprasegmental includes several elements. In this study, the researcher would only focus on the two factors that the researcher chooses, that are stress and pitch. By involving students in this learning, it is hoped that it could help them developed their English speaking skills or at least in pronounce words or sentences in English correctly.

Before researcher started a learning process, researcher has prepared teaching materials or material to be delivered in class. The teaching material that the researcher prepared was a book entitled "English Phonetics and Phonology" written by Peter Roach. In this book, the author explains in detail the aspect of suprasegmental, included practice questions to test students understanding later.

Stages: two stages would be carried out by researcher in the learning process. The first stage is the provision of understanding related to stress on a word in learning to speak English. the researcher would conduct two meetings, the first meeting is an explanation of the material, while the second meeting is filled with activities to do assignments and discussions.

The second stage is providing an understanding of pitch in a sentence in learning to speak English. which the researcher would do with two meetings as well and with the same mechanism as the first stage. (see appendix A)

D. Data collection

In collecting data, the researcher used interviews with the students in the eighth grades class at Mts Nurur Rohman. By observed individual behavior from the began of the research process to the interview session.

> *"Collecting data may involve research visits and observing individual behavior without predetermined questions or conducting an interview where individuals are allowed to speak openly about a topic".*[54]

This method allow for the emergence of new questions because of the answers gave by the speakers so that during the session information mining could be done more deeply.[55] In form of a semi-structured interview, it is focused on students' responses and opinions during the learning process in the class.

> *"Some latticework of questions adjusted with the focus of problems on the problems on the research of step in compiling the interview questionnaire instrument in the study was based on the need analysis"*[56]

This theory aims to found out the evidence obtained by researcher based on written questionnaires. In the interview process, researcher have compiled several questions that would be answered by students. These

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[54] John W Creswell (2014), *op.cit. p. 39*

[55] Antonius, Bobby & Intan Jacob, "Structured or Semi-structured Interviews" CRMS Indonesia (2021), p 3.

[56] Hutchinson & Waters, "English for Specific Purpose " New York Cambridge University Press (1987)

questions included, students' experience in learning phonemic study and the benefits of collaborative learning on the development of their speaking skills. (see appendix B)

Next, the researcher conducted data interviews used audio recordings. Audio recording is a process of recording, documented, or perpetuating an activity.[57] Researcher realized that used of audio recordings is very suitable in this study because by used audio recordings researchers could play back audio recordings to get valid data. In addition, audio recording is essential for researchers in collecting data.

By using observation, the researcher observes phenomena directly and automatically analyzes what is happening at the research site. I made observations by looking at the involvement of students in the classroom during the learning process. I also made observations by taking pictures used a cellphone camera to capture student activities during the teaching and learning process. Taking pictures during the teaching and learning process makes it easier for researcher to analyze research data by a looking back at the pictures taken through the camera phone as documentation.

In the last data collection, I used document analysis techniques in collected the data. This document analysis is useful for strengthening data collection. Document analysis, in the past rarely considered in qualitative research method. However, document analysis is now an important and inseparable part of qualitative research method. this is due to new awareness

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[57] Rio Noviza, "Peningkatan Menulis Teks Berita dengan Media Rekaman Wawancara" Thesis of UIN Syarif Hidayatullah Jakarta (2013), p 41.

and understanding that developed among researchers, that so much data is stored in the form of documents and artifacts. This may be extracting data sources through document study to complement the qualitative research process. the level of credibility of the results of qualitative research is also low largely determined by the used and utilization of existing documents.[58]

E. Data analysis

As for techniques in analyzing data, researcher used techniques from Miles and Huberman *(2014: 20).* It's in the following diagram; [59]
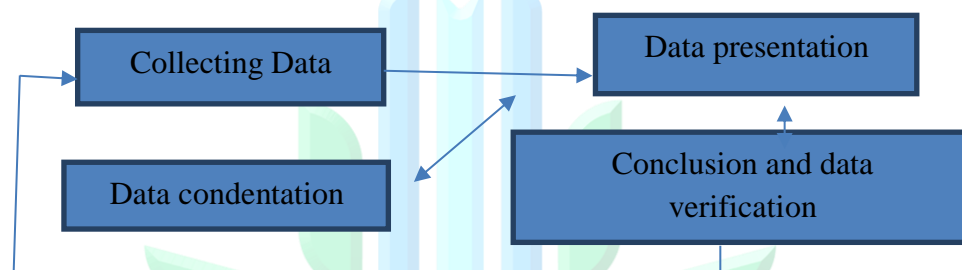
3.1 Components of Data Analysis: Miles and Huberman's Interactive Model

After collected the data through interviews, observation, and document analysis, the researcher then reduced the data through several stages included; First, the researcher selected the scores from the result of student assignments and classifies them into individual task and group task. second, the researcher simplifies involving organize, integrated, and examined data in a structured manner. then make a short description or summary and remove the parts that are not important.

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[58] Natalina Nilamsari, "Memahami Studi Dokumen dalam Penelitian Kualitaive" Wacana, Vol Xiii, No 2 (2014), p 178.

[59] Miles, Mathew B., dan A. Michael Huberman, "A Methods Sourcebook: Qualitative Data Analysis" Arizona State University (2014) p. 20

Presentation of data in this study is presented in the form of documentation in the form of pictures that researcher obtained in the learning process and from the results of interviews obtained through questions made by researcher. from the presentation of this data the researcher could also made a more perfect conclusion.

concluding is done by mastering phenomena, causes and effects, cases, and events.

F. Trustworthiness

Trustworthiness in research is meant for the truth of the data in the research results. In trustworthiness, there are four general criteria in their approach to trustworthiness included credibility, transferability, dependability, and confirmation.[60] What these four factors, researcher could obtain appropriateness, dependability, and even authenticity in ensuring that the research process could be read and documented as well as possible. To arrived at this trustworthiness, the researcher described how the data collection process. In collected the data, researcher used tools in interviews, namely in the form of audio recordings with participants voluntarily to got honest answers without coercion. The data collection technique was then researcher conducted classroom observation used a cellphone camera as a medium to saw the teaching and learning process between teachers and students when in class. Then researcher used document analysis through the tasks gave by the teacher, after getting some triangulation of data from the previous data collection. The

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[60] Norman & James R King, " Expanding Approaches for Research: Understanding and Using Trustworthiness in Qualitative Research" Journal of Developmental Education, Vol 44, Iss 1 (2020), p 27.

researcher tried to interpreted the data collection process with a detailed explanation.

CHAPTER IV

FINDING AND DISCUSSIONS

This chapter presented the discussion and research results. This research was conducted to determine the research problem. Based on the facts and phenomena that occur during the learning process. Students would were introduced to the basic aspects of linguistics, namely stress and pitch in a word, then the teacher would see how students develop in practicing their speaking skills through this linguistic approach.

A. Research Findings

This research was conducted to investigated the phonemic abilities of students in English speaking learning, namely the ability to use stress and pitch in a word or sentence. these abilities would be seen and analyzed during or after the learning process provided by the teacher, by observing the facts and phenomena that occur. The findings of this study are presented and arranged sequentially.

Contextual based on facts and phenomena collected from class observations, document analysis, and semi-structured interviews are used as evidence in the implementation of phonemic learning through speaking English learning. Three main findings identified include: 1) Students phonemics abilities through English speaking learning, 2) Students difficulties in learn phonemic study through English speaking learning, and 3) The implementation of phonemic study through English speaking learnin in

collaborative leaning. These findings are reported in descriptive form with discussion.

1. *Students phonemics abilities through English speaking learning*

      The students involved in this study had never studied phonemic material before, so it is certain that students did not have prior views regarded linguistics or phonemic studies. In the teaching and learning process, before entered into the material that has been prepared, namely stress in simple words and pitch range, the teacher first introduces students to phonemic studies such as definitions and the benefits after learning phonemics on their English speaking ability.

Figure 1. Teacher explained the materi of phonemic study

      After the introduction of phonemic study which is the initial stage to provided understanding as well as motivation for students, then the teacher continued by provided an explanation regarded stress in simple words. In this material, the teacher gave students an understanding that stress had an important role as a basic ingredient in explored English speaking skills after vocabulary. In the learning process students did not

only act as listeners or just observe, not occasionally the teacher asked students to practice some vocabulary by implementing stress theory on these words. For example, in words that have the stress in first syllable as in the words 'Father', 'Open' and 'Camera'. In accordance with the title of the material, the teacher gave examples of easy vocabulary to students, because this is their first experienced in learning stress on a word.

On another occasion, before moved forward, showing interview data with students face to face regarded their understanding of this material. This interview was conducted in the language to make it easier for students to answer questions which were then translated into English as follows.

Teacher	: How do you feel after learning phonemics through learning to speak English?
Laila	: I feel more confident when the teacher asks me to practice an English word or sentence. Because the teacher has provided an understanding regarding how to pronounce the correct word, such as how to use stress on a word.
Teacher	: Which part of the material do you like? And why?
Laila	: I like stress in simple word material. Because it includes material that I quickly understand, and practicing it is also fun, such as the stress on the last syllable so that it is stressed only at the end of a word. And I also think stress is regulated, for example there are 3 divisions of stress conveyed by the teacher namely stress in the first syllable, in the middle and in the last syllable. (Interview, Laila VIII, March 2023).

From the student statements above, it appears that students could understand well the material given, namely stress in simple words. By teaching students the use of stress in English words, they have an accurated reference for practice their speaking skills. Students also needed

to guess about how to pronounce a word because they have been presented with enough material to guide them in speaking.

Figure 2. Students write the material

Next on the pitch material. In this material students show their enthusiasm, because in this material they are directed to include emotions in the English sentences that they will pronounce using the theory of tone in sound. For example, on a high tone it can tell that you are scared, on a low tone that someone is angry. In the process of learning this pitch material, the teacher occasionally gave examples and then asked students to practice afterwards, for example in a dialogue as follows:

'is that a cat?'

'Yes. It's a cat.'

'a cat? I think a mountain lion!

At the word cat spoken tone moves in different directions. In the first dialogue, the students succeeded in pronounce it correctly by implemented the pitch theory, namely the pitch rose at the first word 'cat'. Secondly, the falling pitch indicates a statement, in this second dialogue some do not drop their pitch but raise the pitch for the word 'cat'. In the

third dialogue, namely the pattern of falling-rising. In this third dialogue, students need more practicing to arrived at pronunciation using the correct tone,

On another occasion also before moving forward, showing joint interview data with students regarding their experiences in learning this material. This interview was conducted in the language to make it easier for students to answer questions which were then translated into English as follows.

Teacher	: How do you feel when you study phonemic through English speaking learning?
Aesa	: I feel very enthusiastic when learning phonemic material especially pitch material. Because it is quite a challenge in learning, such as having to enter emotionally according to the situation that occurs.
Teacher	: Which part of the material do you like? And why?
Aesa	: I like the pitch material. Because in this material we are asked to express ourselves. Even though at first I had trouble when the teacher asked us to practice a dialogue, but with the help of the teacher and the teacher asked us more than once we were finally able to say it in the right tone. (Interview, Aesa VIII March 2023)

From the student statements above, it shows that students can understand and practice related to implemented pitch theory in an English sentence. Although it takes more practice to achieve perfect pronunciation, students can overcome it with the enthusiasm they show. Because in practice pitch requires emotion so that the purpose of the sentence can be conveyed properly.

2. *Students difficulties in learn phonemic study through English speaking learning.*

In the learning process would often be faced with difficulties. This also happens in phonemic learning through English speaking learning. In the process of learning phonemic study, students also often experienced various difficulties. First, in understanding the material, there were several students in the question and answer session asked about some material they did not understand. For example, in stress material, they have difficulty understanding the characteristics of syllable stress. Likewise with pitch material, students also often have difficulty distinguishing the tone of each word which is different depended to the situation that occurs.

Second, when implemented the material they have learned in an English pronunciation. There are several factors that occur in this finding, one of which is, students are not used to speaking English so they have difficulty producing sounds in English, students also often look distrustful (ashamed) in pronouncing English words or sentences. In situations like this, the ability of a teacher to teach and invite students to learn is needed so that students are active again in the learning process.

Figure 3. Teacher helped students to wrote a difficult sentence

On the other hand, before moving forward, show interview data with students regarded their difficulties in studying phonemic study. This interview was conducted in the language to make it easier for students to answer questions which were then translated into English as follows.

Figure 4. teacher interviewed with the student

Teacher   : Are there any difficulties that you found when learning phonemic study through English speaking learning

Bintang   : Yes there is. when the teacher asked us to practice a sentence using the correct tone I found it difficult at first. Just being without a tone made me a little difficult and this we have to add emotion to an English sentence.

Teacher   : How do you overcome the difficulties you face in learning phonemic study through English speaking learning?

Bintang   : I ask the teacher again about what I don't understand, for example, I have difficulty practicing the use of tone in a sentence. The teacher will help and ask me to say the sentence several times until I can say it correctly. (Interview, Bintang VIII March 2023)

From the results of the interviews that occurred above, it shows that the role of the teacher in the learning process included overcoming the difficulties faced by students is very much needed. In this case the teacher as a determinant of student direction is required to be professional both in

terms of material and problem solving that may occur in the learning process.

3. *The implementation of phonemic study through English speaking learnin in collaborative leaning.*

after provided an understanding regard phonemic study through English speaking learning, students would then be divided into several groups. The formation of this group would be a place for students to implement the material they have learned before. After the formation of students would be gave an English dialogue text that has been prepared by the teacher. The dialogue text would later be practiced in front of the class according to each group. In addition to speaking practice assignments, the teacher also gaves written assignments which included finding words that had two or three syllables in the dialogue text.

Figure 5. students do the task by a group

In Figure 2, students work on assignments in a group. They are allowed to open the dictionary to found out the meaning and found out how to read words that they found difficult. Apart from that, it also helped them in doing their additional task, which is about syllables. by worked in

a group, the teacher felt that this makes it easier for them to do the assignment, because they can exchange opinions and discussed answers before presented them in front of the class. Also from opening the dictionary, students were automatically introduced to new vocabulary that they did not knew before. Furthermore, when students were in the discussion section or exchange opinions regarding right and wrong answers, students could built their communication and critical thinking skills to understand every word or content in their dialogue test. In carrying out the task the teacher can see the high enthusiasm and curiosity of students

Figure 3. students show up their speaking ability by a group

On another occasion, this data was also collected through semi-structured interviews with two students who took part in training of pronunciation through English speaking learning. the two students were asked their opinion on their involvement in the learning process.

Teacher : What do you think about practicing speaking in a group?

Lailai : I think practicing pronunciation in a group is quite helpful. because we can correct each other when there is a mistake in pronunciation or if I forget how to pronounce a word or sentence we can exchange

information. But in this case, we focus on using expressions in dialogue, so that it makes it easier for my interlocutor to understand what I mean. (In-depth interview, Bintang VIII-G, March 2022).

Judging from the students' statements, it appeared that practicing pronounciation in pairs is quite effective in developed their English speaking skills. In pairs, students can also correct each other regarded mistakes in implemented the material they have learned. By practice in pairs they can actually practice, related to the output of the phonemic study on their English speaking ability. At the same time, interviewed were also conducted with other students who also participated in the learning process. He shared his thoughts on practicing pronounciation in pairs. His opinion has been translated into English as below.

Teacher : What do you think about practicing speaking english in a group?

Desta : In my opinion, practicing pronounciation in a group makes it seem as if we are faced with a real conversation, not just an exercise. this makes us have to be serious in implementing the material we have learned so that our development in speaking English also gets maximum results. By practicing dialogue, besides being able to improve my ability to speak English, I also discovered new vocabulary and also English sentences that I used in my daily life. (In-depth interview, Desta VIII, March 2022).

Meanwhile, the perspective of the second student stated that by practicing dialogue in pairs, they seemed to be confronted in a real conversation which required them to maximize their English speaking skills. indirectly, the researcher realized that this can help students built their confidence in applying students' English speaking skills in everyday

life. the last but not least, the findings on this theme showed that armed with basic knowledge of linguistics and maximum practice using the right method can improve students' English speaking skills.

B. Discussion

Based on the findings in the previous discussion, the researcher found three results. namely 1) Students' phonemics abilities through English speaking learning, 2) Students' difficulties in learning phonemic study through English speaking learning, and 3) The implementation of phonemic study through English speaking learning in collaborative learning.

1. *Students phonemics abilities through English speaking learning*

The first finding, in the process of introducing suprasegmental elements which are part of phonemic and linguistic studies through learning to speak English, students are consciously invited to explore suprasegmental elements such as stress and tone which they would later apply to practice their speaking skills. Students say that learning the suprasegmental elements makes it easier for them to learn how to pronounce words or sentences in a language more easily than a dictionary. This student statement is supported by Robert Lado (1964) theory that the relevance of linguistic information and training for a language teacher should be self-evident from the fact that linguistics describes the sounds,

words, and sentences that he or she has to teach and helps him to teach. understand the language problems of their students.[61]

Another students added, when they were able to pronounce English words or sentences correctly, they could easily understand the meaning of what other students conveyed. Coupled with the use of intonation in the English sentences that they will pronounce, it can help in knowing what the speaker means. The student statement above is in accordance with the theory of Johannes A (2007) regarding the function of phonology, namely phonology: the study of the sound system of language; how certain sounds used in each language form an integrated system for encoding information and how this system differs from one language to another.[62] The previous theory is also supported by the theory of Munro & Derwing (2006), that suprasegmental features have an important role in clarifying and understanding meaning in English.[63]

2. *Students difficulties in learn phonemic study through English speaking learning.*

In this finding the researcher found the difficulties faced by In this finding the researcher found the difficulties faced by students. Based on the observations made by the researcher, the average student had difficulty understanding the pitch material, this was found by the researcher during the question and answer session after explaining the material. This also

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[61] Robert Lado, "Language Teaching a Scientific Approach" Institute and Linguistics Georgetown University (1964) p. 22

[62] Johannes A. Prayoga, "English Phonology" Course Description/Outline (2007) p, 2-1

[63] Munro, M., & Derwing, T. (2006). The functional load principle in ESL pronunciation instruction: An exploratory study. System, 34(4), 520−531.

happens in the practice of pronouncing English sentences by applying the pitch material as they have learned. In the practice of pronouncing sentences in the correct tone according to the teacher's directions, it can be seen that students struggle quite a lot in pouring their emotions into a sentence. this is because English is not the language they often use in speaking, such as the theory of David Nunan (1991) Speaking is a productive oral skill which consists of systematically arranging verbal utterances to convey meaning, by practicing it in everyday life.[64]

In the interview session, students were asked how they could overcome the problems they faced in learning phonemic through learning to speak English. One student said in an interview that he asked the teacher to repeat the example sentences in the correct tone. The teacher in this case certainly helped students in overcoming the difficulties they face, such as the teacher guide students to practice pronunciation more until they can pronounce it correctly. When students don't understand the material, students boldly ask questions about what they don't understand and the teacher explains it again in detail and carefully. Thus according to Toeri in Hamzah (2019) that in reality a teacher in teaching language is able to provide a safe and communicative learning space for students. so as to create active communication between teachers and students, even though this happens to solve problems that occur in the teaching and learning

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[64] David Nunan, "Language Teaching methodology: A textbook for teachera" New York Prentice Hall International, Ltd (1991) p. 38.

process.[65] So, apart from the practice of the teacher played the role in overcoming student problems, the teacher must also have theoretical references related to solving language problems in education, such as the theory from Brumfit (1997) that applied linguistics is a theoretical and empirical investigation of real problems where language is the main problem.[66]

3. *The implementation of phonemic study in collaborative leaning task.*

In the last finding, the researcher formed students into several groups and gave students assignments. the formation of this group would later become a place for students to complete the assignments given and of course by implementing the material they have learned. from the results of observations made, through a collaborative learning approach (forming groups) students indirectly enter into discussions and exchange opinions in completing the assignments given. For example, in the task of practicing speaking used dialogue, they intensely practice the correct pronunciation of words. they also implement material such as stress in pronouncing English words, using intonation when practicing speaking with members of the group. this proves that Collaborative learning facilitates students to learn and work in groups to solve problems or complete a task, Laal and Ghodsi (2011).[67] as well as social interaction in groups as stated by Blanke and

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[65] Hamzah Fanshuri (2019), op.cit. p. 13
[66] Brumfit, "Young Learners Characteristics (TEYL/TMYL)" (1997). (Online) Accessed on January 10, 2023.
[67] Laal, M., and Ghodsi, S.M. 2011. Benefits of Collaborative Learning. in Procedia - Social and Behavioral Sciences Journal. Vol 31, Pp.486-490

Pope (2008) Social interaction plays an important role in student learning.

Students learn from each other from social interaction.[68]

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[68] Blake, B. and Pope, T. 2008. Developmental Psychology: Incorporating Piaget's and Vygotsky's Theories in Classrooms. in Journal of Cross-Disciplinary Perspectives in Education Vol. 1, No. 1, Pp 59 - 67

CHAPTER V

CONCLUSION AND SUGGESTION

In the last chapter of this study, two things were put forward, namely conclusions and suggestions. Conclusions are made to summarize all research chapters and for suggestions, hopefully it can be used as a reference for future researchers. The two points of conclusion and suggestions are as follows.

A. Conclusion

1. Students phonemics abilities through speaking English learning

Based on the findings, the researcher found that providing language learners with a basic understanding of phonemic studies such as suprasegmental elements from an early age has good benefits, such as helping students theoretically in terms of English pronunciation. This understanding can also be used as a concrete reference for students in developing speaking skills and certainly makes it easier for students to practice speaking according to their basic knowledge of the language.

2. Students difficulties in learn phonemic study through speaking English learning

Learning something new certainly has its own challenges, but what becomes the focus point is not about the difficulties encountered but how to overcome them. as found in this study. teachers have an important role in helping students overcome the difficulties they encounter in learning phonemic study through speaking English learning. such as re-explaining

material that students do not understand or using strategies (collaborative learning tasks) to help students overcome their difficulties.

3. **The implementation of students phonemics study in collaborative learning task**

In addition, in the context of the application of phonemic learning materials, it is practically applied to collaborative learning. In this study, collaborative learning as one of the strategies that researcher found for the application of phonemic material in practice has theoretical and practical implications. The theoretical implications of this study indicate that collaborative learning can encourage students to develop speaking skills, build understanding of the material through discussions that occur in groups by practicing students' English skills. Meanwhile, the practical implications of collaborative learning for teachers assist them in encouraging teaching competence to achieve learning outcomes as well as professional competence in the teaching and learning process.

This research can also be used as a learning innovation for teachers who teach basic linguistics or phonemic learning to students. For example, in the process of teaching speaking, the teacher does not have to always focus on repetition and after that does not give empty space to students to practice their speaking skills. Therefore, giving assignments collaboratively as the application of phonemic learning materials in practice is expected to make students more responsible for others and

provide free space for students to receive and practice material according to what is taught by the teacher.

B. Suggestion

At the end of this study, the reasearcher would offer the following suggestion of teaching students phonemic study through speaking English learning.

1. For pre-service and in-service English tearchers

In language learning and teaching, providing basic theoretical understanding of language such as phonemic studies can be used as a concrete reference for students to achieve the maximum output of learning objectives. Therefore, researcher it is hoped that by providing phonemic understanding to students through English speaking learning it can be an alternative to developing students' speaking skills theoretically which can then be implemented with various approaches according to the situation where they teach. In addition, it is hoped that it would also facilitate pre-service and in-service English teachers if they want to teach phonemic study through English speaking learning.

2. For further researchers

The researcher hopes that the results of this study can be used as a reference source for future researchers who discuss the topic of teaching phonemic study through English speaking learning. In addition, the findings in this study can also be used as a comparison in compiling

similar studies. Finally, future researchers are advised to use other materials or learning approaches that are different from this research.

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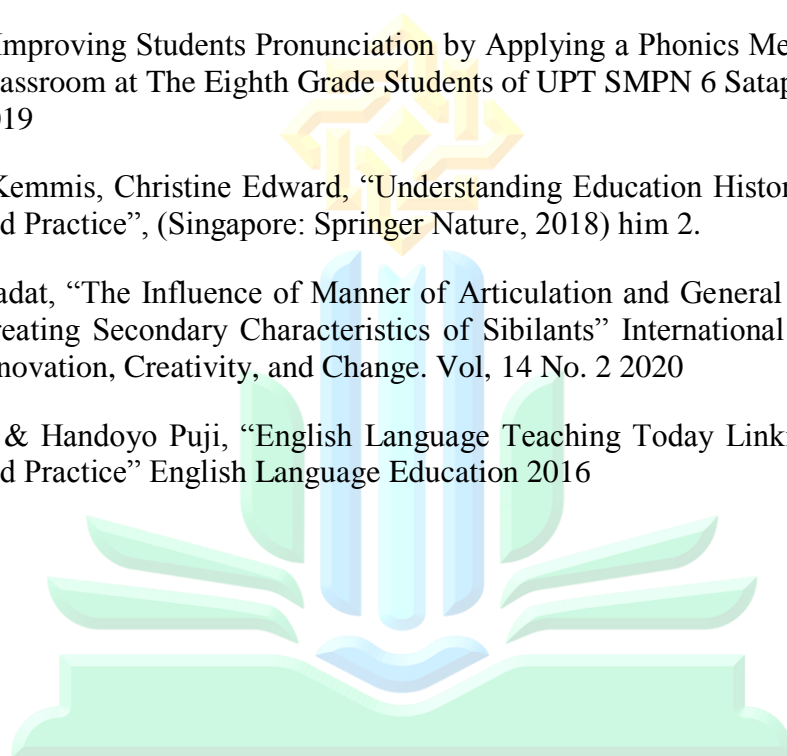
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Appendix A

First stages

No	Material	Goal	Teacher's activities	Students' activities
1	Stress in a simple words: is the nature of stress	To make students' English words look natural	• The teacher writes the material on the whiteboard • Then, the teacher explains the material. • Teacher lead student to practice some words	• Students write the material in their books • Students hear what the teacher explain • Students repeat the word after the teacher.
2	Forming group	Foster student's cooperation as a group and share the understanding about the material	a. Teacher give students assigment b. Teacher forms a students group consisting 4 students c. Teacher convey the roles in the group	a. Students make agroups according teacher directio b. Students do the taks with the roles like teacher said
3	Discussing	Sharing students' understanding in doing the assigments given	a. Teacher lead the discuss section b. Teacher ask students to write down their answer on the white board alternately c. Teacher asked students difficulties in learning process	a. Students write their answer on the white board alternately b. Students practicing the words c. Students tell to the teacher their difficulties in learning process.

Second stages

No	Material	Goal	Teacher's activities	Students' activities
1	Picth range and the function of pitch range in the sentences	Students' understanding of pitch in English pronunciation	a. teacher write the material in the white board b. Than, the teacher explains the material. c. Teacher led the student to practice the sentence.	a. Students write the material in their books b. Students hear what the teacher explain c. Students repeat the sentence after the teacher.
2	Practicing	Improve student's speaking skills	a. The teacher placed students in pairs b. The teacher asks students to produce utterances in the sentences c. Finally, the teacher asked students to show the range of pitch in the sentences	a. Students chose their partner b. Students practicing c. Students show the range of pitch to the teacher
3	Evaluation	To find out students' difficulties	a. Teacher asks students about about difficulties in the learning process b. Teacher give their motivation to keep the spirit of learning English	a. Student tell to the teacher their difficulties and ask for the solution

Appendix B

Semi-Structured interview Instruments

Date   : 10th March 2023

Place   : Mts Nurur Rohman

Time   : -

Participant   : VIII Class

Focus	Questions
Exploring students learning phonemics study	1. What do you think about English learning? 2. Do you think stress and pitches material can help you in speaking English? 3. After studying this lesson, will you be able to pronounce some English words correctly? 4. Which part of the material do you like? And why? 5. What do you think about phonemics study in English-speaking learning? 6. There are a difficulties you face when you learn phonemic study 7. how do you overcome the difficulties you face in learning phonemic study through English speaking learning? 8. How do you think abbout practicing speaking in a group?
Exploring students' Emotions in learning phonemics study	1. How did you feel after studying the stress and pitch material? 2. After studying this material, do you feel there has been an improvement in your English speaking ability? 3. Which part did you enjoy while participating in this class? 4. Which part makes you bored in learning phonemics study?

Appendix C

Rencana Pelaksanaan Pembelajaaan

Sekolah   : Mts Nurur Rohman
Mata Pelajaran   : Bahasa Inggris
Kelas   : VIII
Materi Pokok   : Vocabulary
Sub Materi   : The nature of stress in simple word
Alokasi Waktu   : 60 Menit

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
- Mempraktikkan pengucapan kata dalam bahasa inggris dengan penggunaan stress yang benar
- Mempraktikkan pengucapan kata dalam bahasa inggris dengan percaya diri

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- ❖ **Media:** Worksheet atau lembar kerja (siswa), Lembar penilaian
- ❖ **Alat/Bahan:** Spidol, papan tulis
- ❖ **Sumber Belajar:** Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2016, English Phonetics and Phonology" written by Peter Roach

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didiksebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materiselanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari: ***The nature of stress in simple word*** pada materi ***Mengungkapkan pendapat***	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (40 Menit)	
Kegiatan literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi bahan bacaan terkait: ***The nature of stress in simple word*** pada materi ***Mengungkapkan pendapat***
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi ***The nature of stress in simple word*** pada materi ***Mengungkapkan pendapat***
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan dan bertukar informasi mengenai terkait tugas yang diberikan oleh guru ***The nature of stress in simple word*** pada materi ***Mengungkapkan pendapat***

Communication	Peserta didik mempraktekkan hasil kerja kelompok secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait ***The nature of stress in simple word*** pada materi ***Mengungkapkan pendapat*** Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (10 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaranyang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yangbaru dilakukan.	

D. **Penilaian**

Teknik penilaian:

- Penilaian sikap : karakter santun, kreatif, ketelitian, keaktifan dan tanggung jawab
- Penilaian Pengetahuan : vocabulary, pronounciation, ketepatan penggunaan *stress* pada kata
- Penilaian Keterampilan : berupa penilaian unjuk kerja, penilaian kelompok

Mengetahui

Kepala Sekolah   Guru MatPelajaran

Fawaidurrahman S.H.I., M.H   Siti Hasanah

Lampiran : The first day (material development)

Activity 1

In the first activity, teacher will be introduced to the how stress work in simple word. Teacher will be explanation about the material whereas student listen and copie. Teacher make a notes based on the following guiding questions:

a. What do you know about the stress in the word?

b. how many stressed parts are the in a word?

c. What the difference is between stressed and untsressed syllables?

d. What are the characteristics of stressed syllable that enable us to identify them?

Activity 2

In this stage, students will be practice some word by following the teacher use correct stress. After that students can ask teacher about their difficulties or the material they doesn't understand yet.

Written task (listening)

in this task, students will be give twenty vocabularies to interpret. After deciphering the whole word, the teacher will be pronounce the words first and than students mark the correct stress.

1. Verbs
   a. Protect
   b. Clamber
   c. Frestoon
   d. Detest
   e. Receive
   f. Bellow
   g. Menace
   h. Disconnect
   i. Entering
   j. Open
2. Nouns
   a. Language
   b. Captain
   c. Career
   d. Paper
   e. Potato
   f. Event
   g. Jonquil
   h. Injury
   i. Connection
   j. Camera

Rencana Pelaksanaan Pembelajaan

Sekolah   : Mts Nurur Rohman
Mata Pelajaran   : Bahasa Inggris
Kelas   : VIII
Materi Pokok   : Vovabulary
Sub materi   : Level & placement of stress within the word
Alokasi Waktu   : 60 Menit

E. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
- Mempraktikkan pengucapan kata dalam bahasa inggris dengan penggunaan stress yang benar
- Mempraktikkan pengucapan kata dalam bahasa inggris dengan percaya diri

F. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- ❖ **Media:** Worksheet atau lembar kerja (siswa), Lembar penilaian
- ❖ **Alat/Bahan:** Spidol, papan tulis
- ❖ **Sumber Belajar:** Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2016, English Phonetics and Phonology" written by Peter Roach

G. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : *Level & placement of stress within the word*	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (40 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi bahan bacaan terkait materi *Level & placement of stress within the word*
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi *Level & placement of stress within the word*
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai *Level & placement of stress within the word*

Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait *Level & placement of stress within the word* Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (10 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yangbaru dilakukan.	

H. Penilaian Hasil Pembelajaran

Penilaian sikap : karakter santun, kreatif, ketelitian, keaktifan dan tanggung jawab

Penilaian Pengetahuan : vocabulary, pronounciation, ketepatan penggunaan *stress* pada kata.

Penilaian Keterampilan : berupa penilaian unjuk kerja, penilaian kelompok

Rabu, 6 Maret 2022

Mengetahui

Kepala Sekolah   Guru Mata Pelajaran

Fawaidurrahman S.H.I., M.H   Siti Hasanah

Lampiran 2 : Second day

Activity 1

In this second meeting, teacher going to the next material that is *level and placement of stress within the word.* Students will be introduced to the kind of level stress in the word and how we select the correct syllable or syllables to stress in an English word.

Activity 2

Next activity, students should choose their partner as group. After that, teacher will give them assigment so it is expected to be able to work well together to complete the mission well until the last meeting.

Task

Students will give a dialog by the teacher. First, they have to find out how many syllable strees are there in the dialog. Second, they will practice the dialogue as a group in front of the class. Teacher will be assess their speaking by some criteria that have been made by the teacher.

Speaking

Practice the following dialog with your friend in front of the classroom.

Lintang	: Hi, Fajar. How are you today?
Fajar	: I'm fine. Thanks. How about you?
Lintang	: I'm fine, too. How was your weekend, Fajar?
Fajar	: It was great. I went to Srau Beach in Pacitan with my family
Lintang	: Was the weather good?
Fajar	: The weather was beautifull and the air was very fresh
Lintang	: Was is crowded there?
Fajar	: No, it was quiet. It's new beach. There weren't many people there. Thw water was calm and clear. I could see the coral reefs and fish in the water
Lintang	: Wow, what a lovely place!
Fajar	: Yeah, I think so. You should go there someday
Lintang	: I hope so. Thanks for your information
Fajar	: Your welcome

Rencana Pelaksanaan Pembelajaan

Sekolah   : Mts Nurur Rohman
Mata Pelajaran   : Bahasa Inggris
Kelas   : VIII
Materi Pokok   : Pitch in English pronounciation
Sub materi   : Picth range
Alokasi Waktu   : 60 Menit

I. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
- Mengidentifikasi penggunaan *pitch* pada sebuah kalimat
- Melakukan tindak tutur ungkapan dalam sebuah kalimat dengan penggunaan *pitch* yang tepat

J. Media Pembelajaran, Alat/Bahan & Sumber Belajar

❖ **Media:** Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ **Alat/Bahan:** Spidol, papan tulis
❖ **Sumber Belajar:** Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2016, English Phonetics and Phonology" written by Peter Roach

K. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Pitch range***	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (40 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi bahan bacaan terkait materi ***Pitch range***
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi ***Pitch range***
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai ***Pitch range***
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang

	dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait ***Pitch range*** Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

Kegiatan Penutup (10 Menit)
Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

L. Penilaian Hasil Pembelajaran

Penilaian sikap   : karakter santun, kreatif, ketelitian, keaktifan dan tanggung jawab

Penilaian Pengetahuan   : vocabulary, pronounciation, ketepatan penggunaan *stress* dan *pitch* pada kata atau kalimat

Penilaian Keterampilan   : berupa penilaian unjuk kerja, penilaian kelompok

Rabu, 6 Maret 2022

Mengetahui

Kepala Sekolah   Guru Mata Pelajaran

Fawaidurrahman S.H.I., M.H   Siti Hasanah

Lampiran 3 : third day

Activity 1

In this third meeting, teacher going to the next material that is *pitch range.*
Students will be introduced to the what is "pitch"? the function of the pitch range
in utterances? And the parts of pitch range?

Task 1

Put your students in pairs. Make student A produce the utterances below if
adhering to the "stage directions" given in parentheses. Ask them to indicate the
pitch range patterns that might occur in the situations described for the following
utterances.

1. Can you pass me that book? (said politely to a friend)
2. Where were you last night? (angry father to daughter)
3. Must it be printed? (polite question)
4. Who is the one in the corner? (excitedly , to a friend)

Task 2

Students will be practice first the dialague two or three times lead by the teacher,
and than ask all the students to practice it correctly in pairs.

A. Help! We're lost!

B. Where are you?

A. I don't know. There's a supermarket and a river

B. Oh, I think I know where you are ... can you see a bridge?

A. Yes

B. Ok, well go across the bridge and turn right

A. Turn right?

B. Yeah. Now, can you see some trees on the left?

A. Yes I can

B. Turn left after the trees

A. What, in front of the bar?

B. Yes, in front of the bar. You'll see my house on the left

A. It's opposite the farm.

B. That's it. Well are, you are he

Appendix D

Matrix of Research

TITLE	VARIABLE	SUB VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH PROBLEM
The Ability of students Phonemic Through Speaking English Learning at Mts Nurur Rohman	1. Phonemic Study 2. Speaking skill	Suprasegmental elements Collaborative learning task -	• Stress in a word • pitch in sentence • Practice the dialogue • Writing task	1. Classroom observation 2. Document analysis 3. Semi-structured interview	1. **Reaseacth approach:** qualitative approach 2. Types of research: Fenomology 3. **Technique of data collection:** observation, document analysis, interview 4. **Data analysis:** data presentation and data reduction	1. How are students phonemic abilities through speaking English learning? 2. How are students difficulties in learning phonemic through speaking English learning? 3. How are students implementation the phonemic study through speaking English learning?

Appendix E

JOURNAL OF RESEARCH

No	TIME	RESEARCH SUBJECT	ACTIVITY	SIGNATURE
1	Wednesday March 1st ,2023	English teacher	Interview	
2	Wednesday March 15th ,2023	Students of VIII	Classroom observation	
3	Saturday March 18th ,2023	Students of VIII	Classroom observation	
4	Wednesday March 22th ,2023	Students of VIII	Classroom observation	
5	Saturday March 25th ,2023	Students of VIII	Interview	

Jember, 28 Mei 2023
Mengetahui,
Kepala Mts Nurur Rohman

Fawaidurrahman, S.H.I,. M.H

Appendix F

YAYASAN PENDIDIKAN ISLAM (YPI) NURUR ROHMAN
MADRASAH TSANAWIYAH NURUR ROHMAN
TERAKREDITASI : B
NSM : 121235090079 NPSN : 60727479
Jl. KH. Abdul Aziz No.04 Telp. 085330196601 Tegalwaru – Mayang 68182

SURAT KETERANGAN
Nomor : 153/YPI.NR/MTs.NR/SK/05/2023

Yang bertandangan di bawah ini:

Nama	: Fawaidurrahman, S.H.I,. M.H
NIP	: -
Jabatan	: Kepala Madrasah Tsnawiyah Nurur Rohman

menerangkan bahwa :

Nama	: Siti Hasanah
NIM	: T20186135
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan/Prodi	: Tadris Bahasa Inggris
Universitas	: Universitas Islam Negeri KH.Achmad Siddiq Jember

Telah selesai melaksanakan penelitian di Madrasah Tsnanawiyah Nurur Rohman dari tanggal 1 s.d. 25 Maret 2023 dengan judul The Ability of Students Phonemic through Speaking English Learning at Mts Nurur Rohman.

Demikian surat keterangan ini, untuk dipergunakan sebagaimana mestinya.

Jember, 28 Mei 2023
Mengetahui,
Kepala Mts Nurur Rohman

Fawaidurrahman, S.H.I,. M.H

Appendix G

DECLARATION OF AUTHORSHIP

The undersigned below:

Name	: Siti Hasanah
Place, date of birth	: Jember, 03 Juni 2000
Address	: Ds. Kasengan, Kec. Kalisat, Kab. Jember
Faculty	: Education and Teaching Training
Program	: English Education

State that thesis entitled **"The Ability of Students Phonemic through Speaking English Learning at Mts Nurur Rohman"** is truly my own work. Except for those cited in the quotation and bibliography, it does not include any writing or publications that have already been authored or published by another individual. And the only person accountable if anyone abjected is me.

Jember, 13 Juni 2023
Author

Siti Hasanah
SRN T20186135

Nomor   : B-0416/In.20/3.a/PP.009/01/2023
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Nurur Rohman
Tegal Waru - Mayang

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM   : T20186135

Nama   : Siti Hasanah

Semester   : Semester sepuluh

Program Studi   :   PENDIDIKAN BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai The Ability of Students Phonemic through Speaking English Learning at Mts Nurur Rohman, selama 60 (enam puluh) hari ke depan di lingkungan lembaga wewenang Bapak/Ibu Fawaidurrahman, S.H.I,. M.H. Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 16 Februari 2023
Dekan
Wakil Dekan Bidang Akademik

MASHUDI

Appendix H

CURRICULUM VITAE

Personal Information

- Full name   : Siti Hasanah
- NIM   : T20186135
- Gender   : Female
- Place, date of birth   : Jember, 03 Juni 2000
- Address   : Ds. Kasengan, Kec. Kalisat, Kab.
                                                     Jember
- Religion   : Islam
- Departement / Major courses   : FTIK / English Departement
- Email address   : sitihasanah0740@gmail.com

Educational background

- 2006 – 2012 SDN Subo 03
- 2012 – 2015 Mts Al-Badri
- 2015 – 2018 SMK Al-Badri