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

AN UNDERGRADUATE THESIS

Submitted to Faculty of Tarbiya and Teacher Training of
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Degree

by:

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APPROVAL SHEET

This thesis, entitled :

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

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Assalamu'alaikum Wr.Wb.

After conducting guidance, review, direction, and correction, through this letter I convey that:

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Wassalamu'alaikum Wr.Wb

Purwokerto, 2 November 2022
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MOTTO

"Everything will be okay in the end, if it's not okay, it's not the end"

- Anonymous

DEDICATION

I dedicate this thesis to:

Myself, thank you for the effort and enthusiasm

My precious parents, Mr. M. Ali Sholihudin Zuhri and Mrs. Wiwi Indrawati

My family and my friends

Thank you for all the prays and support to finish my study

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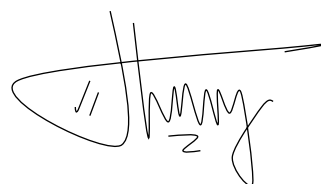
This thesis is presented as partial fulfilment of the requirement for obtaining the undergraduate degree of the Faculty of Tarbiya and Teacher Training of State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto. The writer would like to express deep gratitude and appreciation to:

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Purwokerto, 2 of November 2022

The researcher,

Wardah Fika Nur Afifah

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

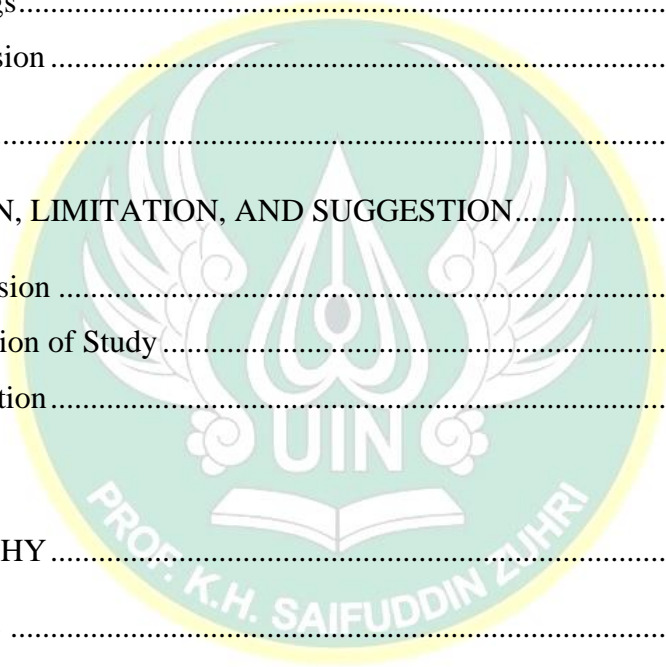## WARDAH FIKA NUR AFIFAH
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Abstract: This study aims to find out whether jolly phonics method is effective towards students' pronunciation ability and whether there is a significant difference between the experimental class and the control class. The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

Keywords: Jolly Phonics Method, Pronunciation ability

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CHAPTER 1

INTRODUCTION

A. Background of The Research

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

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

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

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

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

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

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

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

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

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

B. Operational Definition

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

1. Jolly Phonics

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

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

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

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

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

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

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

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

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

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

[7] Idoia Armendariz Lodosa, *Jolly Phonics…* p. 19

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

2. Pronunciation Ability

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

C. **Research Question**

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

D. **Objective and Benefit of The Research**
1. **Objective of the research**
    a. To know about the effectiveness jolly phonics method in improving pronunciation ability in 7th grade of SMPN 1 Bawang Banjarnegara.

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

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

2. Benefits of The Research

   a. Theoretical Significance

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

   b. Pratical Significance

     1) To Teachers

       a) Teachers can use this method as a reference for teaching in the classroom

       b) Teachers can make learning more interesting by using this method

     2) To Students

       a) With the implementation of this method, the student's ability in pronouncing letters will increase

       b) Students will feel interested in learning English because learning feels fun

E. Structure of the Paper

The following is the research's structure:

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

The main parts of this research consist of:

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

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

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

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

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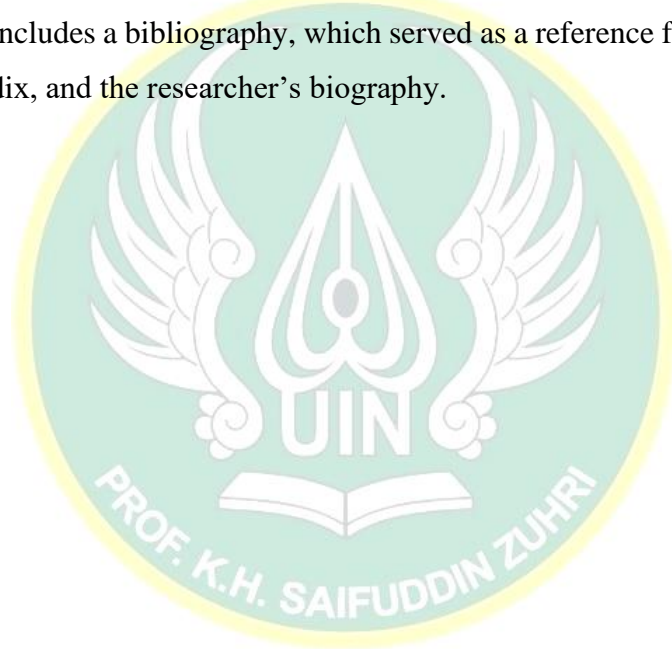
CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Pronunciation Ability

The act of giving the actual sound of the letters in words, and the actual accent and number of syllables is called pronunciation. Pronunciation refers to the ability to use the correct stress on words or sentences, rhythm, and intonation of words in spoken language.[10]

a. Definition of Pronunciation

Pronunciation is a way to make something meaningful when speaking with a tone generator. In other sentences, the pronunciation of how a sentence is pronounced is, first and foremost, the way it is pronounced. This includes language consonants and vowels (segments), language components, and language accents and sounds. The discussions about them seemed separate, but they worked together. Therefore, each other's problems can also affect a person's pronunciation. Is the pronunciation clear or difficult to understand? When practicing pronunciation, many factors affect pronunciation accuracy, native language, age, level of consciousness, voice skills, motivation, and correct pronunciation situation. It is also clear that inexperienced people cannot prove their age or vocal ability. It is also important to understand some parts of the articulation. The main point of view is sound. Combine vowels and consonants. Vowels and consonants have different abilities in syllables. Vowels are usually represented by words such as tables and bats, but consonants are usually placed around vowels.

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[10] D. Mulatsih, 2018. Pronunciation ability by using English song in Indonesian student of Unswagati Cirebon. *Academic Journal Perspective: Education, Language, and Literature, 2(2),* p. 296

b. Basic pronunciation

Pronunciation refers to the way words are pronounced. Anyone with pronunciation ability can pronounce correctly when speaking English and can be confident in English. Pronunciation is the creation of sounds that are used to give meaning. Pay attention to certain sounds (fragments) such as intonation, syllables, phrases, intonation, timing, and rhythm (sound quality) of sound projection, and pay attention to actions and expressions that are closely related to idiom pronunciation. Correct pronunciation can be interpreted as rendering the sound of speech in a language. The exact meaning of pronunciation is how the word is pronounced. Changing the pronunciation means changing the meaning from what it is. The broad pronunciation definition includes segment and super-segment functionality. these features are combined as we speak. Relationships are usually an integral part of everyday language. Cook considers pronunciation a healthy habit. The habit of making sounds is learned by making repeated corrections when the pronunciation is wrong.

c. The importance of pronunciation

Pronunciation plays an important role in speaking English to express our thoughts. English is not everyone's first language, so the pronunciation of Indonesian speakers is different from that of native speakers. Some English learners and speakers often ignore pronunciation. Some of them underestimated him and ignored him. They believe that pronunciation is not as important as language, and pronunciation is not as important as grammar or vocabulary, but in fact, pronunciation is very important. because if there is an error in the pronunciation of just one letter can change the original meaning of a word.

This often leads to misunderstandings in communication. Communication misunderstandings are often caused by the poor and incorrect pronunciation of words. For example, someone would say true and through, six and sick. If it is not correct in pronunciation, the listener will misunderstand. The student's native language is often disturbed by the pronunciation of English. For example, /p/ is aspirated in English, but not in Indonesian. Therefore, if an Indonesian-speaking person pronounces "pig" without blowing air into /p/, it may sound "big" in English. Students may or may not be able to recognize certain problematic sounds. In reality, there are few English phonemes, so it is often difficult for students to get proper spelling and pronunciation.

d. Reason for the incorrect pronunciation

There are two main reasons for mispronunciation. In native or first language situations, children learn to react to the sounds and sounds that parents normally use when speaking at an early age. This is mainly due to a lack of proper exposure to the correct language variations. Also, when I speak my mother tongue, I tend to speak English. Hence, we often tend to make mistakes when we pronounce that's the impact. When we take into account and pay attention to the tone, quality, speed, and volume of pronunciation, then that's where our pronunciation is judged to be good. Insufficient pronunciation can result in undelivered messages and communication issues.

e. Vowels

Vowels here are not just the 5 letters that we often know, namely *a, i, u, e, o*. But in English, there are three types of vowels, namely lax, tense, and diphthong. Vowels are English "Ah" [a] and oh! It is the sound of spoken language. [o], pronounced when the

vocal cords are open, there is no rise in air pressure anywhere above the glottis. This is in contrast to consonants like the English word "sh!". [s], there is an obstruction along the vocal tract.

f. Consonants

Consonants are sounds that are clearly expressed by partially or completely closing the vocal tract. For example, /k/ is pronounced by the back of the tongue, /p/ is pronounced by lips, /t/ is pronounced by the front of the tongue, etc.

g. Word Stress

Word stress is the key to understanding spoken English. English-speaking people naturally use the word stress. Word stress is so natural to them that they don't even know they are using it. Non-native speakers who speak English to native speakers without vocabulary stress face two problems. It is difficult to understand native speakers, especially those who speak fast. Native speakers can be difficult to understand. The influence of the spoken language is very different from that of a native speaker. Therefore, intonation determines accents and distinctions in many ways.[11]

2. Jolly Phonics

a. Definition of Jolly Phonics

According to Dixon et all in Arianti et all, jolly Phonics is a program systematically designed for beginners to develop reading and literacy skills. In a study that tested the effectiveness of jolly

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[11] Pandya Disha Prashant, 2018, Importance of pronunciation in English Language communication. *Research Papers in Economics Pronunciation and Communication*, Volume 7 Issue 2, September 2018, p 15-20

phonics in improving literacy, it was found that they had better spelling, literacy, and reading performance than those taught using conventional methods. [12]

Jolly Phonics was first created by a company called Jolly Learning Ltd which was founded in 1987 in America and was directed by its owner, Chris Jolly. In 1992, he published the first part of Jolly Phonics, which initially contained just a reading game box. In 1989, he met Sue Lloyd, author, a nd founder of Jolly Phonics. Chris Jolly explained how he taught reading which went on to get good results. But at that time no one was listening. During the two years following that meeting, Chris' ideas were tested and then The Phonics Handbook was developed.

From the start, Chris had his eye on Jolly Phonics to reach the whole world. Therefore, Chris based on the principles of Zoltan Kodaly, a Hungarian music educator, created Jolly Music. Jolly Music is a multi-sensory program, that teaches historically challenging subject skills.[13]

For teachers, making or using interesting strategies and learning is important, in addition to providing enthusiasm as well as motivation for students in learning English.[14]Jolly Phonics is designed for children who are just learning English, making it easy for them to pronounce a letter correctly. In Jolly Phonics some materials and activities can be used in the classroom, for example: using songs, reading books, activity books, and everything related to how to teach phonics to students.

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[12] Ariati, N. P. P., Padmadewi, N. N., & Suarnajaya, I. W. (2018). *Jolly phonics: effective strategy for enhancing children english literacy*. In *SHS Web of Conferences* (Vol. 42, p. 00032). EDP Sciences.

[13] How Jolly Phonics Started, https://www.jollylearning.co.uk accessed on 26 May 2022

[14] Sartika, E. "The Effectiveness of Round Table Technique to Improve Students' Speaking Skill in The First Grade Students of SMA N 3 Salatiga in The Academic Year of 2013/2014".Thesis. Salatiga: IAIN Salatiga. p. 4.

Sue Lloyd and Sara Wernham explained that Jolly phonics has "five basic skills. including:

1. Learning letter sounds

2. Learning letter formation

3. Blending, combining sounds for reading the word

4. Identifying the sounds in words for writing

5. Learning about tricky words or irregular words." [15]

The advantages of Jolly phonics, namely:

1. Children can recognize all letter sounds from an early age.

2. Children can use their letter-sound recognition to compose words.

   a. Combining sounds in one word-combining- in reading skills.

   b. Recognizing sounds in words – segmentation – for writing skills.

3. Children's achievements are far more extraordinary, not only in reading skills but also in writing.[16]

1) Learning letter sounds

In English, there are 42 sounds and only 26 letters represent the sound.

The letters for the 42 Sounds of English

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[15] Sue Lloyd, *The Phonics Handbook* (England: 1992) p. 1-17
[16] Idoia Armendariz Lodosa, *Jolly Phonics…* p. 15

Sound of Letter	Example	Sound of Letter	Example
a	Ant Sand	r	Rabbit Run
ai (long a)	Drain Aim	s	Twist Sun
b	Bat Crab	t	Temple Top
c	Duck Cat	u	Under Up
d	Sudden Dog	ue (long u)	Tuesday Due
e	End Egg	v	Give Violet
ee (long e)	Tree Creep	w	Swim Window
f	Lift Fluff	x	Flexible x-ray
g	Goat Gap	y	Yellow Yesterday
h	Hill Hit	z	Zebra Zoo
i	Drink Indian	sh	Wish Shop
ie (long i)	Die Tie	ch	Much Chicken
j	Jump Jet	th (voiced th)	With This
k	King Kind	th (unvoiced th)	Thin Thick
l	Lost Leg	ng	String Sing
m	Shrimp Man	oo (little oo)	Foot Look
n	Spin Nut	oo (long oo)	Spoon Moon
o	On Spot	ar	Start Arm
oa (long o)	Boat Oats	er	Sister Designer
p	Step Pig	or	Storm Corn
q	Quick Queen	oi	Spoil Oil
		ou	Found

Each word consists of sounds.[17] When we first teach sound letters only one way of writing each sound is taught and after that, the main one alternatives will be covered. It is also important to introduce the letters by sound and not by their names; which will later be introduced through singing or reading the alphabet.

When children are old enough to cope with a large number of letter sounds in a short period, it is recommended to introduce letter sounds a day. However, when teaching children who use English as a second or even third language, it may take longer to understand it than those who have known English since childhood. Patience is required here however, repetition is the key to success: remembering the letters that have been taught, each lesson should be held for children to call out the sounds, and perform actions.

In Indonesia, we recognize five vowels namely *"a, e, i, o, u"* and they are special letters, they can then be taught that the others are consonants. Once children learn all the letter sounds, they will understand the alternative ways some vowels can be written.[18]

To facilitate learning, the letters in English namely the Jolly Phonics program are arranged into 7 groups. With a collection of sounds of the first letters, we can make many simple words. Some letters confuse children, such as *b* and *d*, the letters are in separate groups.

1. s, a, t, i, p, n
2. ck, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, little oo, long oo
6. y, x, ch, sh, voiced th, unvoiced th

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[17] Sue Lloyd, *The Phonics .....*p. 4
[18] Alicia Calvo Perez. *Jolly Phonics: A Method to Teach English Reading and Writing in Preschool.* (Spanyol: 2014) p. 30

7. qu, ou, oi, ue, er, ar[19]

Letter sounds or how to pronounce letters can be learned with pictures, songs, or associating sounds with actions. The teacher can also teach them alternative spellings, for example, the digraph /ai/ can also be spelled as /ay/ or /a-e/. The alternate spelling should be introduced once or two per week.[20]

2) Learning letter formation

The teacher can show the formation on the board and in the air. The students can write the letters in the air and after that, they can try to write them on a piece of paper. Sheets, in which the formation of letters is explained with arrows and numbers, are also useful for children.

The proper way to introduce word formation to students is as follows:

1. The teacher distributes paper containing letter formation to students.
2. The teacher explains how to read to students, then students follow how to read them by paying attention to letter formation.
3. The Voice Sheet is given to each child. The teacher mentions the sound, then the students write what the letter formation looks like from the sound.

3) Blending, combining sounds for reading words

The blend is a synonym for combine, or mix, in this case blending is combining the sounds of letters in a word that produces sound. Students must be able to see words, pronounce sounds and hear words. What students do when they pronounce the sound and

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[19] Sue Lloyd, Sara Wernham, *Jolly Phonics Parent/Teacher Guide.* (England: 1993) p. 3
[20] Idoia Armendariz Lodosa, *Jolly Phonics…* p. 16

they can hear the word is called blending. Once they came to blending skills, they could read new words to them.[21]

With blending, the first sound should be louder than the others. This helps the child to remember the initial sound of a word. The sound that follows the word needs to be spoken softly and quickly, with as little schwa as possible. This technique has proven to be the most effective, and about three-quarters of children master it fairly quickly. Although it was more difficult for the other quarter of the group, all they needed was more practice.

Blending consonants are the most regular. Blending skills are improved if the initial mix is practiced alone, e.g. cr, fl, str, etc. This makes it easier to read words that have a mixture of initial consonants.

According to Sue Llyod and Sara Wernham, when start studying use short vowels first, followed by long vowels. This is another way that can develop rapid blending by bringing together the beginning of the word (the initial consonant) and the vowel, e.g.

Ba   be   bi   bo   bu
Fra   fre   fri   fro   fru
Cha   che   chi   cho   chu

Another simple way to develop blending sounds in the head is to randomly place letters on the board. Then the letters can be designated, one by one, to make a word. Children watch this without seeing the sounds in their heads and identifying the word.[22]

4) Identifying the sounds in words

To help children in this regard, teachers need to prepare activities that focus on listening skills. In other words, you need to dictate the words to the children so that students can write the words

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[21] Idoia Armendariz Lodosa, *Jolly Phonics…p*. 17
[22] Sue Lloyd, *The Phonics Handbook* (England: 1992) p. 18

in different ways. Paper, with letter card, magnet characters.[23] The goal at this point is to hear the sound and know where it is placed (at the beginning, in the middle, or at the end of the word). This ability to hear sounds in words is called "phonological awareness".

For example, with the word 'cat', if you listen you can hear the sound 'c..a..t'. Then if you know how to write the letter sounds, you can write the word 'cat' without help. This is the opposite of the skill required for blending.

a) Initial consonant blends

Bl, cl, fl, pl, sl, br, cr, dr, fr, gr, pr, tr, st, sc, sm, sn, tw, shr, scr, spr, and str.

Example of words:

Flap   flip   glad   plan   plug   plum

snug   swam   swim   swum   twig   twin

b) Final Consonant blends

Lb, ld, lf, lk, lm, ln, lp, lt, ct, ft, nt, pt, xt, mp, and nd

Example of words:

Bulb   held   golf   milk   quilt   film

Damp   slept   grand   tent   wind   crisp

After the sounds of words with mixed consonants are identified, almost all words can be voiced. For example:

'ground'   - g.r.ou.n.d   - 5 fingers, 5 sounds.

'shoot'   - s.h.oo.t   - 3 fingers, 3 sounds.[24]

5) Tricky Words

Irregular words or as known as 'tricky words, the words are difficult for children to read and write by mixing and listening in the

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[23] Idoia Armendariz Lodosa, *Jolly Phonics… p*. 19

[24] Sue Lloyd, *The Phonics Handbook*…p 24-25

same way they do with other common words. This is because the spelling of complicated words was different from the spelling they had learned throughout the year. According to Sue Lloyd and Sara Wernham, there are some techniques for teaching spelling to help ttudents study. Among others are:

    a) Look, copy, cover, write and check

    b) Say it as it sounds, the students repeat it after the teacher says it.

    c) Create the word wall with the tricky word

    d) Displays words that have the same spelling or are pronounced the same

    e) Create phrases in which the first letter of each word gives a complicated word spelling. [25]

B. Review of Relevant Studies

Some previous studies relate, those are:

The first research is from Ni Putu Pebri Ariani, Ni Nyoman Padmadewi and I Wayan Suarnajaya from the English Education Department, Ganesha University of Education Bali. Their journal is entitled *Jolly Phonics: an effective strategy for enhancing children's English Literacy*. This paper is intended to share techniques on how to apply Jolly Phonics strategies to teach and develchildren'sren English literacy. This research was conducted in one of the innovative bilingual schools in Denpasar, Bali. This research uses the descriptive qualitative method as a research design and uses observation, documentation, and interviews to collect data from teachers. The findings show that the teacher has successfully applied 5 skills in Jolly Phonics, namely (1) learning about letter sounds, (2) learning about letter formation, (3) learning about blending, (4) identifying sounds in words-for writing, and (5) complex

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[25] Sue Lloyd, *The Phonics Handbook* …p 28

words, through a variety of fun techniques that involve children's eyesight, sound, and kinesthetic means. Implementing Jolly Phonics through the techniques described will improve the overall English literacy skills of children. That the jolly phonics method can improve students' English literacy.

The second research is from Taghreed A. A. Mekawy, Dr. E. A lbaaly, and Prof. M. Abu-Rahmah from Faculty and Education Journal in Ismailia. their journal entitled *Effectiveness of 'Jolly Phonics' Strategy in Developing the Pronunciation Skills of Primary Schoolers*. According to this research, the researcher used a quasi-experimental approach. The researcher took a sample of two first-year primary classes from Elewa Elgededa Primary School in Sharqia Governorate at El-Huissanea directorate. One class was the experimental class and the second was the control class. The instrument used by the researcher is: 1) Questionnaire to identify pronunciation skills. 2) A pronunciation test. Data obtained were statistically analyzed through the use of Cronbach's Alpha, t-test, and Eta-squared. The research findings reveal that the pronunciation of the skills of the participants is developed as a result of the jolly phonics strategy. The results of their research that the jolly phonics method was successfully applied to improve pronunciation skills in primary schoolers. In the data presented in the journal, there are significant differences before and after using this jolly phonics strategy.

The third research is from Evi Faustina and Masitha Achmad Syukri from English Departement of Universitas Airlangga. Their journal is entitled *The Effectiveness of Jolly Phonics in Teaching a 4-Year-Old Indonesian Child to Read English Text*. The aim of this study is for knowing the effectiveness of Jolly Phonics in teaching 4-year-old Indonesian children in The Apple Tree School Surabaya to read English text. The researcher used pre-test and post-test. The pre-test and post-test using ERSI (Early Reading Screening Instrument). The ERSI includes 4 tasks of assessment, those are alphabet knowledge, the concept of words, phoneme awareness,

and word recognition. The results of this research that the jolly phonics method is effective for teaching reading regular words but can not be effective when teaching reading irregular words.

The fourth research is from Zulkifli Ahmad and Melor Md Yunus from the Faculty of Education, Universiti Kebangsaan Malaysia. Their journal is entitled *The Effectiveness of Using Jolly Phonics Blending Phonemes to Year 3 English Language Classroom*. In this study, the researcher will determine the effectiveness of the Jolly Phonics Blending Phonemes for year 3 students. This research used a quasi-experimental research design. 2 groups of students are used, the Experimental group and the Control group. It was found that students had shown a significant change in overall score, interest, and achievement. However, experimental group A(Experimental Group) has shown good results when compared to Group B (Control Group). Group A could score higher on the current test and show greater interest in Phonics lessons after JPBP is introduced. This important improvement in overall performance validates that when students are exposed to new and interesting methods, they will show interest and self-motivation. According to the results of their research that jolly phonics there is a significant difference in the overall score, including interest and achievements.

The fifth research is from Isabel Quintana Consuegra from Facultat de Filosofia I Lletres, Universitat de les Illes Balears (Spanish University). Their journal is entitled *Jolly Phonics, a method to acquire L2 pronuncaiton by young learners.* In this study, the research aim is to evaluate Jolly Phonics methods used to teach English through synthetic phonics, to prove whether this method is more useful and effective than other methods. Researchers used two schools, the first school was taught using the jolly phonics method and the second school used another method. To measure the purpose of the study using the jolly phonics method, the researchers used a quantitative method consisting of comparing a sample of seven children who were included in the experimental group using the jolly phonics method and

seven other children who were included in the control group and did not use this method. According to research conducted, shows that jolly phonics can be a good method in improving pronunciation ability and other abilities such as; write and read as soon as possible and there is continuity.

C. Hypothesis

Based on the results of theoretical studies and reviews of previous studies, the hypothesis of this research can be formulated as follows:

1. Null Hypothesis (H_0)

   There is no significant effect of using jolly phonics method to improve pronunciation ability

2. Alternative Hypothesis (H_a)

   There is a significant effect of using jolly phonics method to improve pronunciation ability
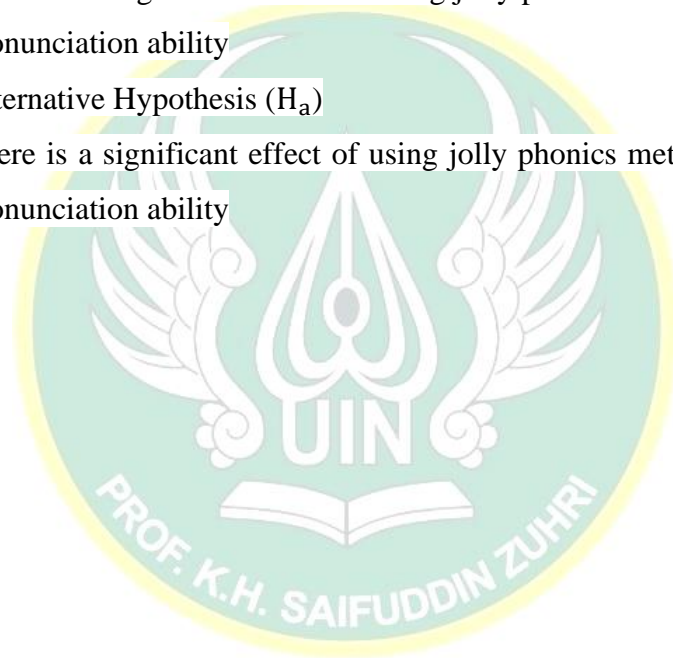
CHAPTER III
RESEARCH METHODOLOGY

This chapter describes the process of answering the research questions. There contains type of the research, time and place, collecting data, and data analysis.

A. Type of The Research

According to the objective of this research, a quasi-experimental design was used. This type of research is an actual design of experiments using the research planning method by Sukmadinata. Here is the explanation:

Group	pre-test	treatment	post-test
A (experimental group) ⟶	O	X ⟶	O
B (control group) ⟶			O
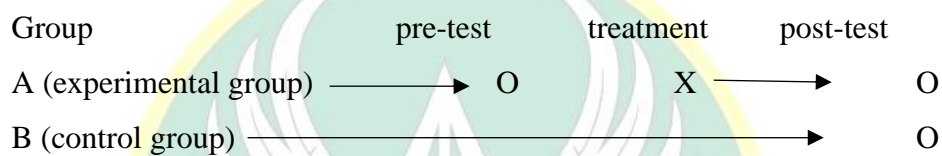
The population of this study was taken from class 7th students of SMPN 1 Bawang Banjarnegara. The sample that using is simple random sampling. There are several ways to choose a sample; the names of the eight classes were written on a piece of paper, then put in a box, and shaken. The name that comes out of the box would have been researched in class. The names of the classes that had come out were 7A and 7B. They were shaken again to determine the experimental class and the control class. The names that have come out were used as an experimental class (7A), and the names that didn't come out became the control class (7B).

According to Cresswell in Stefani Jesica et all, the research used two variables, namely the independent variable and the dependent variable. A dependent variable is an attribute that depends on and is influenced by the independent variable. Independent variables are attributes that affect the results or the dependent variable. In this case, the independent variable in this study is the jolly phonics method and the dependent variable is

pronunciation ability. In this research, a pre-test was given to students before the experiment was done.[26]

To find out whether the instrument of the sentence being tested is valid, validation tests were conducted on class besides experiment and control class.

$$rxy = \frac{\Sigma\ xy}{\sqrt{(\Sigma x^2)\ (\Sigma y^2}}$$

x = X-$\bar{X}$

y = Y-$\bar{Y}$

$\bar{X}$ = average score X

$\bar{Y}$ = average score of Y[27]

To see the firmness of the instrument in revealing the respondent's phenomenon, reliability test were used.

$$r_{11=}1-\frac{Vs}{Vr}$$

$r_{11=}$ instrument reliability

Vr = variant of respondent

Vs = leftover variant

To determine the effectiveness of using the jolly phonics method, the N Gain score test was used. N Gain is done by calculating the difference between the pre-test scores and the post-test scores.

$$N\ Gain = \frac{Post\ test\ score - Pre\ test\ score}{Ideal\ score - Pre\ test\ score}$$

While: Ideal Score is the highest score that can be obtained

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[26] Stefani Jessica, et all, 2015 *"Improving the Pronunciation Through Listening to English Songs"*, *e-journal of English Language Teaching Society (ELTS),* Vol. 3 No. 2 2015, p3-4

[27] S. Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik Revisi II.* PT. Rineka Cipta: Jakarta. 2018. p. 137.

Table 3.1 Score-Category of N-Gain

Limitation	Category
g > 0,7	High
0,3 ≤ g ≤ 0,7	Medium
g < 0,3	Low[28]

Table 3.2 Percentage Category of N-Gain

Percentage (%)	Interpretation
< 40	Ineffective
40-55	Less effective
56-75	Quite effective
>76	Effective[29]

B. Time and Location of the Research

This research was conducted in SMP N 1 Bawang Banjarnegara which located at Jln. Raya Bawang, Kec. Bawang, Kab. Banjarnegara. This research was held from September 17th until October 12, 2022 in the first semester of the academic year 2022/2023

C. Population and Sample of the Research

1. Population

The population in this research are students in grade 7th of SMPN 1 Bawang Banjarnegara which has 8 classes and 272 students.

2. Sample

This research took a sample of 8 classes, there are 7A until 7H. The sample that using is simple random sampling. There are several ways to choose a sample; the names of the eight classes were written on a piece

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[28] Hake, R.R, 1999. "Analyising Change/Gain Score". *Journal of Woodland Hills Dept. of Physics.*, p. 1

[29] Sahid R, 2019 "*Cara Menghitung N-Gain Score Kelas Eksperimen dan Kontrol dengan SPSS",* sahidraharjo14@gmail.com, accessed on 25 Agustus 2022

of paper, then put in a box, and shaken. The name that comes out of the box would have been researched in class. The names of the classes that had come out were 7A and 7B. They were shaken again to determine the experimental class and the control class. The names that have come out were used as an experimental class (7A), and the names that didn't come out became the control class (7B). The experimental class were given a treatment, namely learning pronunciation ability using a jolly phonics method.

D. Variable of the Research

In this study, there are two variables; the independent variable and the dependent variable.

1. Independent Variable (X)

   The independent variable is a variable that affects and causes changes or the emergence of the dependent variable. The independent variable is often denoted by the symbol "X".[30] In this study, the independent variable is Jolly Phonics Method.

2. Dependent Variable (Y)

   The dependent variable is a variable that is the center of the attention of researchers. The value of the dependent variable is influenced or caused by the presence of an independent variable. The dependent variable is often denoted with the symbol "Y".[31] In this study, the dependent variable is pronunciation ability students grade 7th of SMP N 1 Bawang Banjarnegara.

E. Techniques of Collecting Data

To obtain the data, in this study the researcher used three data techniques collections, there are:

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[30] Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D.* (Bandung: Alfabeta,2010)p.

[31] Sugiyono. 2012. *Metode Penelitian… p*

1. Test Instrument

In this research adopted several previous studies using 14 sentences in the pre-test and post-test. This study conducted tests on the experimental class and control class to find out how fluent they were in pronouncing words in English. The words in the test are taken from consonants that students are still difficult to pronounce. This study used alphabet in a consonant and vocal sound, there are *p, t, k, b, d, ai, ie, ue, ee, oo* which is *p, t, k* is a voiceless consonant, *b, d* is voiced consonant, while *ai, ie, ue, ee, oo* is vocal sound. In making sentences in the pre-test and post-test, the letters chosen in this study represented the same number of letters. The meaning is that each letter *p, t, k, b, d, ai, ie, ue, ee, oo* in the pre-test and post-test sentences is the same or one difference. Validation test using *IBM SPSS Application* to see the accuracy and calculate the difference between pre-test and post-test. To analyze the data, the researcher using two instruments as follows:

a. Pre-test

The pre-test is used to measure how well the students' pronunciation ability are before being given treatment, here the sentences for pre-test; Piece of paper, three green-tea, knock knock, bubble crumb, dancing bride, air stain, fried pie, issue on venue, good shoot, cool glue, screen fee, snail rain, lie argue, and bloom flower.

The pre-test was conducted in grades 7A and 7B at different lesson hours. The allocation of time it takes 60 minutes to test 34 students by reading the 14 words that have been provided. For the experimental class (7A) the pre-test was conducted on Wednesday, September 28th, 2022, 09.30 am until 10.30 am. While the control class (7B) pre-test was conducted on Friday, September 30, 2022, from 07.15 am until 08.15 am.

b. Post-test

According to Anas Sudijono, post-test is a test carried out with the intention to find out that all materials are classified as having to be mastered well by students.[32] The post-test is used to measure how different the students' pronunciation ability after being given treatment in the experimental class and no treatment in the control class.

Here the 14 sentences for post-test; cherry and pumpkin, thin lips, kites in the sky, bring a clue, dirty blackboard, email was sent, wail on jail roof, chief nails, rescue cow movie, look due relief, deep grief, free wool, beech in zoo, queue screen. The post-test will be held in grades 7A and 7B at different lesson hours. The allocation of time it takes 60 minutes to test 34 students by reading the 14 words that have been provided. For the experimental class (7A) the post-test conducted on Wednesday, October 12, 2022, 10.40 am until 11.30 am. While the control class (7B) the pre-test conducted on Sunday, October 12, 2022, from 09.10 am until 10.10 am.

2. Documentation

The lesson plan, registered student names, and the list of student grades are used as documentation in this study.

F. **Technique of Data Analysis**

The pre-test and post-test data were used to analyze and know the effects of the cheerful phonics method results. This research also helps with *IBM SPSS V 25 software for Windows (latest)* to help with data analysis techniques. Data analysis techniques that were used in this research are:

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[32] Anas Sudijono, *Pengantar Evaluasi Pendidikan*, Jakarta: Raja Grafindo Persada, 2001, p. 70

1. Normality Test

    The normality test was used to see whether the distribution of instrument responses was verbal or not.[33] Normality test using the help of the IBM SPSS V 25 software for windows.

2. Homogeneity Test

    The homogeneity test is used to determine the similarity of the population and to find out before comparing several groups.[34] Homogeneity test using the help of the IBM SPSS V 25 software for windows.

3. Hypothesis Test

    To determine the effectiveness of the jolly phonics method seen from the pre-test and post-test data in the experimental and control classes, the N-Gain Test was used. To find out the significant difference from the jolly phonics method, the Independent Sample T-test was used. To draw conclusions can use the value of *Sig*. If $Sig > 0,05$ then H_0 is accepted and H_a is rejected and if $Sig < 0,05$ then H_0 is rejected and H_a is accepted.[35]

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[33] Sugiyono. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D).* *(*Bandung*:* Alfabeta, 2012). p.241

[34] Arikunto, Suharsimi. 1993. *Prosedur Penelitian Suatu Pendekatan Praktik 2nd Revision.* PT. Rineka Cipta: Jakarta. p. 280

[35] M. Jainuri. *Pengantar Aplikasi Komputer Edisi Revisi.* (Hira Institute,2019) p. 71

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes the findings and discussion in the research. The research using pre-test and post-test to collect the data and applied N-Gain test to determine the effectiveness of the treatment and analyze the data.

A. Findings

1. Description of the Data

This research is a quasi-experimental conducted at SMP N 1 Bawang Banjarnegara. The population of this study is grade 7, the subject is 34 students. Based on the results of simple random sampling, stating 7A is the experimental class, and 7B is the control class. To determine the effectiveness of the jolly phonics method, this study used a quantitative approach by giving pre-test and post-test to the selected class. At the next meeting, the experimental class gets treatment, while the control class did not receive any treatment.

The treatment given is the correct way of pronouncing in English according to phonology and also with jolly songs. In jolly song lyrics, there are ways to pronounce along with example sentences. After the treatment was done in the form of the jolly phonics method as a learning method, the N-Gain test was used to find out how effective the jolly phonics method is to improve pronunciation ability. Another test was conducted to find out the significant difference between the class that was given treatment (experiment class) and that which was not given treatment (control class).

Table 4.1 Results of the Pre-test and Post-test

No.	Experiment Class		Control Class	
	Pre-test	Post-test	Pre-test	Post-test
1	75.71	88.57	48.57	62.86
2	55.71	80.00	52.86	67.14
3	65.71	84.29	51.43	88.57
4	44.29	67.14	47.14	64.29
5	52.86	71.43	52.86	67.14
6	71.43	85.71	44.29	60.00
7	51.43	88.57	47.14	62.86
8	58.57	80.00	44.29	61.43
9	5571	85.71	40.00	62.86
10	54.29	84.29	51.43	68.57
11	55.71	80.00	51.43	58.57
12	42.86	82.86	42.86	64.29
13	51.43	74.29	51.43	61.43
14	47.14	74.29	52.86	64.29
15	37.14	77.14	42.86	50.00
16	42.86	81.43	50.00	67.14
17	40.00	80.00	30.00	71.43
18	42.86	70.00	42.86	65.71
19	40.00	71.43	42.86	67.14
20	31.43	64.29	44.29	71.43
21	55.71	70.00	47.14	71.43
22	47.14	80.00	47.14	68.57
23	55.71	84.29	44.29	64.29
24	41.43	84.29	41.43	60.00
25	48.57	90.00	45.71	67.14
26	35.71	87.14	62.86	71.43
27	47.14	85.71	54.29	64.29
28	40.00	80.00	37.14	57.14
29	55.71	77.14	45.71	71.43
30	34.29	78.57	45.71	77.14
31	34.29	70.00	41.43	61.43
32	51.43	77.14	32.86	60.00
33	48.57	82.86	21.43	65.71
34	45.71	84.29	41.43	65.71

By using the results of the pre-test and post-test data, the data analysis used the N-Gain test to determine the effectiveness of using the jolly phonics method and calculate the difference between the pre-test and post-test scores. Then, it can be seen whether the use of this method is effective for improving pronunciation ability.

a. **Pre-test and Post-test data in Control Class**

The pre-test was held on Friday, September 30, 2022, while the post-test was held on Monday, October 10, 2022. The results of the control class study were not given treatment, results the following table:

Table 4.2 The Results of Pre-test and Post-test in Control Class

No.	Statistics	Control Class	
		Pre-test	**Post-test**
1	N	34	34
2	Minimum	21.42	50
3	Maximum	62.85	88.57
4	Mean	45.71	65.67
5	Median	45.71	65
6	Mode	51.42	67.14
Mean Different=19.96			

Based on the data from the table above, the minimum score in the pre-test, which is 21.42, shows that the students are still in the low category of pronunciation ability. The maximum score is 62.85. the mean score is 45.71, and the median score is the same as the mean, which is 45.71. Meanwhile, the post-test experienced a significant increase, the minimum score was 50 and the maximum was 88.57. With a mean score of 65.67, median 65, and mode 67.14.

Based on the data, 34 students as respondents from the experimental class who were taken as samples based on the pre-test and post-test scores had an average difference of 19.96. The minimum score on the pre-test was 21.42 and the maximum score was 62.86, while the minimum score on the post-test was 50 and the maximum score was 88.57.

b. Pre-test and Post-test data in Experiment Class

The pre-test was held on Wednesday, September 28, 2022, while the post-test was held on Wednesday, October 12, 2022. The results of the experimental class study were given treatment the jolly phonics method, results the following table:

Table 4.3 The Results of Pre-test and Post-test in Experiment Class

No.	Statistics	Experiment Class	
		Pre-test	**Post-test**
1	N	34	34
2	Minimum	31.42	64.28
3	Maximum	75.71	90
4	Mean	48.78	79.49
5	Median	47.85	80
6	Mode	55.71	80
Mean Different=30.71			

Based on the data from the table above, the minimum score in the pre-test, which is 31.42, shows that the students are still in the low category of pronunciation ability. The maximum score is 75.71. The mean score is 48.78, median 47.85, and mode 55.71. Meanwhile the post-test experienced a significant increase, the minimum score was 64.28 and the maximum was 90. With a mean score of 79.49, median score is same with mode score which is 80.

Based on the data, 34 students as respondents from the experimental class who were taken as samples based on the pre-test and post-test scores had an average difference of 30.71. The minimum score on the pre-test was 31.42 and the maximum score was 75.71, while the minimum score on the post-test was 64.28 and the maximum score was 90.

2. **Data Analysis**

a. **Instrument Testing**

1) **Validity Test**

Validation test is to find out the instrument of the sentence being tested is valid or not. Validation test was conducted to 34 students of 7D grade with 14 sentences to read. The reason for choosing this class is because this class first learns pronunciation among the other 7th graders. To find out whether it is valid or not, the validation test must be compared with rtable, it is known that rtable for 34 respondents with a significance value 0.05 value was 0.339. In this study, using product-moment formula from Pearson.[36]

$$rxy = \frac{\Sigma\ xy}{\sqrt{(\Sigma x^{2)}\ (\Sigma y^2}}$$

$x = X\text{-}\bar{X}$

$y = Y\text{-}\bar{Y}$

$\bar{X}\ = average\ score\ \mathrm{X}$

$\bar{Y} = average\ score\ of\ Y$

Table 4.4 The Result of Pre-test Validity Test

No	r_{hitung}	r_{tabel}	Description
1	0.481	0.436	Valid
2	0.593	0.436	Valid
3	0.653	0.436	Valid
4	0.665	0.436	Valid
5	0.736	0.436	Valid
6	0.504	0.436	Valid
7	0.353	0.339	Valid
8	0.356	0.339	Valid
9	0.473	0.436	Valid
10	0.736	0.436	Valid

[36] S. Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik Revisi II.* PT. Rineka Cipta: Jakarta. 2018. p. 137.

11	0.556	0.436	Valid
12	0.614	0.436	Valid
13	0.622	0436	Valid
14	0.486	0.436	Valid

Table 4.5 The Results of Post-test Validity Test

No	r_{hitung}	r_{tabel}	Description
1	0.743	0.436	Valid
2	0.799	0.436	Valid
3	0.817	0.436	Valid
4	0.668	0.436	Valid
5	0.796	0.436	Valid
6	0.849	0.436	Valid
7	0.493	0.436	Valid
8	0.696	0.436	Valid
9	0.561	0.436	Valid
10	0.655	0.436	Valid
11	0.340	0.339	Valid
12	0.827	0.436	Valid
13	0.746	0.436	Valid
14	0.807	0.436	Valid

Based on the calculation of validity test, it shows that 14 items pre-test and post-test of the sentences for assessing pronunciation ability are valid, because $r_{hitung} > r_{tabel}$. So that 14 items sentences of valid items can be used as the test instrument.

2) **Reliability Test**

The reliability test is used to see the firmness of the instrument in revealing the respondent's phenomenon even though it is carried out at different times. The reliability test using formula of *alpha*:

$$r_{11=}1 - \frac{Vs}{Vr}$$

$r_{11=}$ instrument reliability

Vr = variant of respondent

Vs = leftover variant

The value of r_{11} obtained was consulted with r_{tabel} with a level significant 5%. If the value of $r_{11} > r_{tabel}$, then the instrument was reliable.

Table 4.6 Result of Pre Test Reliability Test

r_{hitung}	r_{tabel}	Description
0.832	0.339	Reliable

Table 4.7 Results of Post Test Reliability Test

r_{hitung}	r_{tabel}	Description
0.992	0.339	Reliable

For the sentence instrument, r_{tabel} were obtained from 34 respondents with a significant level of 0.05 is 0.339. Based on the table above, it can be concluded that the instrument of sentence in this study is reliable, because of $r_{hitung} > r_{tabel}$. It means that the instrument was reliable because 0.832 > 0.339 and 0.992 > 0.339.

b. Requirements of Testing N-Gain

1) Normality Test

Normality test is used to test whether the dependent and independent data variables have a normal distribution or not. In this study, the normality test was analyzed using IBM SPSS V 25 software for windows.

The tested hypotheses are:

H_0 : Data is normally distributed

H_a : Data is not normally distributed[37]

Normality test criteria as follows:

If Sig > Alpha then the data is normally distributed

If Sig < Alpha then the data is not normally distributed

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[37] M. Jainuri. *Pengantar Aplikasi Komputer Edisi Revisi*. (Hira Institute, 2019) p. 36

The result of normality test was analyzed with Kolmogorov-Smirnov and Shapiro-Wilk Test in IBM SPSS V 25 for windows:

Table 4.8 Result of Pre-test Normality

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest Pronunciation ability	Experiment	.131	34	.151	.958	34	.210
	Control	.157	34	.032	.930	34	.031

Table 4.9 Result of Post-test Normality

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Posttest Pronunciation ability	Experiment	.148	34	.057	.951	34	.127
	Control	.146	34	.064	.912	34	.010

According to the normality test above, it showed that the probability value of t statistic > 0,005 level of significant. Then the data meet the assumption of normality and can be used for next test.

2) **Homogeneity Test**

Homogeneity test is used to determine whether two or more population variances are the same or not. [38] The results of homogeneity tests for pre-test and post-test are below:

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[38] M. Jainuri. *Pengantar Aplikasi Komputer…* p.39

Table 4.10 Result of Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Posttest Pronunciation ability	Based on Mean	.650	1	66	.423
	Based on Median	.453	1	66	.503
	Based on Median and with adjusted df	.453	1	64.452	.503
	Based on trimmed mean	.557	1	66	.458

Based on the data of homogeneous test results, it was found that Sig 0.423 > 0.05 significant level. So it can be said that the variance of two or more groups is the same.

3) Hypothesis Test
a) N-Gain Test

To determine the effectiveness of using the jolly phonics method, the researcher used the N Gain score test. N Gain is done by calculating the difference between the pre-test scores and the post-test scores.

$$N\ Gain = \frac{Post\ test\ score - Pre\ test\ score}{Ideal\ score - Pre\ test\ score}$$

While: Ideal Score is the highest score that can be obtained

b) Score Category

Table 4.11 Score Category of N-Gain

Limitation	Category
g > 0,7	High
0,3 ≤ g ≤ 0,7	Medium
g < 0,3	Low[39]

[39] Ramdhani, E. P., et all. 2020. Efektifitas modul elektronik terintegrasi multiple representation pada materi ikatan kimia. *Journal of Research and Technology*, 6(1), 162-167.

Table 4.12 Percentage Category of N-Gain

Percentage (%)	Interpretation
< 40	Ineffective
40-55	Less effective
56-75	Quite effective
>76	Effective[40]

Hake,R.R.

Table 4.13 Descriptive of N-Gain Experiment Class

Descriptives of Experimental Class

	Class			Statistic	Std. Error
NGain_Percent	Experiment	Mean		59.2902	2.04534
		95% Confidence Interval for Mean	Lower Bound	55.1289	
			Upper Bound	63.4515	
		5% Trimmed Mean		59.4600	
		Median		58.5004	
		Variance		142.236	
		Std. Deviation		11.92626	
		Minimum		32.26	
		Maximum		80.56	
		Range		48.30	
		Interquartile Range		16.55	
		Skewness		-.150	.403
		Kurtosis		-.594	.788

Based on the data from the calculation of the N-Gain test for the experimental class which amounted to 34 students, it shows that the average for the experimental class is 59.2902%. Which is included in the category of quite effective with a median of 58.5004%. The minimum value is 32.26% and the maximum value is 80.56%

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[40] Sahid R, 2019 "*Cara Menghitung N-Gain Score Kelas Eksperimen dan Kontrol dengan SPSS*," sahidraharjo14@gmail.com, accessed on 25 Agustus 2022

Regarding the effectiveness of the jolly phonics method, in the percentage of the N-Gain test there are 4 categories. The first category, <40% is considered ineffective, 40-55% is considered less effective, 56-75% is considered quite effective and >76% is considered effective. In this study, the calculation of the N-Gain test shows that the experimental class is in the average percentage of 59.2902%. That means, included in the category of quite effective. It can be said that the jolly phonics method is quite effective in improving the pronunciation ability of 7th graders.

c) Independent Sample T-test

Table 4.14 Group Statistics of Independent Sample T-test

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Posttest Pronunciation ability	Experiment	34	79.4958	6.62525	1.13622
	Control	34	65.6723	6.51800	1.11783

Table 4.15 Result of Independent Sample T-test

t_{hitung}	t_{tabel}	Conclusion
8.673	2.03452	H_0 rejected

Based on the table above, there are significant differences in the experimental class and the control class. The mean data shows that the mean score in the experimental class is 79.4958 and the control class is 65.6723. So it can be concluded that the use of the jolly phonics method can improve pronunciation ability in grade 7th students.

Furthermore, the second table shows $t_{hitung} > t_{tabel}$, t count is from calculating the score, and t table for 34 students is 2.03452. So, the table means H_0 is rejected and H_a is accepted. Thus, it can be concluded that there are significant differences in the use of the jolly phonics method to improve pronunciation ability.

B. Discussion

In this study, the research objective was to determine whether the jolly phonics method was effective and there were significant differences between the classes that were given the treatment and those who were not, in improving pronunciation ability. In this study, the N-Gain Test and Independent Sampe T-test was used to determine the effectiveness of the jolly phonics method and its significant difference with the untreated class. Respondents from the control class and treatment class were 34 students.

Data from the control class had an average pre-test score of 45.71 while the average post-test score was 65.67, with a minimum pre-test score of 21.42, post-test 50 and a maximum pre-test score of 62.85, and maximum post-test 88.57. Meanwhile, the data from the experimental class had an average pre-test score of 48.78 while the post-test score averaged 79.49, with a minimum pre-test score of 31.42, a post-test score of 64.28 and a maximum pre-test score 75.71 and a maximum post-test of 90.

From the score data of the control and experimental classes, it shows that the pre-test and post-test scores achieved by the control class (who were not given treatment) and the experimental class (who were given treatment) have similarities, namely that they both experienced an increase. However, when compared to this increase in score, it is still superior to the experimental class using the jolly phonics method.

According to the result of N-Gain Test, the effectiveness of the jolly phonics method, in the percentage of the N-Gain test there are 4 categories. The first, <40% is considered ineffective, 40-55% is considered less effective, 56-75% is considered quite effective and >76% is considered effective. In this study, the calculation of the N-Gain test showed that the experimental class is in the average percentage of 59.2902%. That means, included in the category of quite effective. It can be said that the jolly phonics method is quite effective in improving the pronunciation ability of 7th graders.

In the data of this study, the conclusion is to use jolly phonics method is effective to improve pronunciation ability. Because, the study of participants in experimental class showed that the post-test score is higher than pre-test score. As mentioned Taghreed et all, strategy based on jolly phonics method is effective and useful in developing pronunciation ability students.[41]

As previously discussed, the jolly phonics method produces data that shows an increase and a difference between the treated and non-treated classes. As Quintana explains in her research, it can be said that there is little difference between children who use Jolly Phonics and children who do not. The difference can be more significant if these children have used this method before or taught it over a long period of time. However, due to time constraints, this research has not been able to get very effective results.[42]

Meanwhile, in the Independent Sample T-test there are significant differences in the experimental class and the control class. The mean data shows that the mean score in the experimental class is 79.4958 and the control class is 65.6723. The experimental class were higher than control class. So it can be concluded that the use of the jolly phonics method can improve pronunciation ability in grade 7th students.

Furthermore, the second table shows t_{hitung} is higher than t_{tabel} 8.873 > 2.03425, t count is from calculating the score, and t table for 34 students is 2.03452. It means H_0 is rejected and H_a is accepted. Thus, it can be concluded that there are significant differences in the use of the jolly phonics method to improve pronunciation ability.

[41] AA Mekawy, T., et all 2021. Effectiveness of 'Jolly Phonics' Strategy in Developing the Pronunciation Skills of Primary Schoolers, p. 153

[42] Isabel Quintana Consuegra. *Jolly Phonics*… p. 19

CHAPTER V
CONCLUSION, LIMITATION AND SUGGESTION

A. Conclusion

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

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

B. Limitation of Study

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

C. Suggestions

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

1. For Teachers

   a. Teachers should teach pronunciation ability to students and correct if there are errors in pronouncing a word.

   b. Teachers should be familiar with this jolly phonics method in learning activities.

   c. This method can be used by teachers to improve pronunciation ability and is closely related to all materials in learning English.

2. For Students

   a. Students must learn pronunciation both during learning activities and when not in learning activities.

   b. With the jolly phonics method, it is hoped that students can be better at pronunciation and become interested in learning English.

3. For School

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

4. For Other Researcher

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

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