

**THE EFFECT OF E-MINDMAPS TO THE STUDENTS' PRONUNCIATION
ACHIEVEMENT IN THE ELEVENTH GRADE STUDENTS OF
SMK MUHAMMADIYAH 1 KEDIRI IN ACADEMIC YEAR 2014/2015**

THESIS

Presented as a Partial Fulfillment of the Requirements to Obtain
The Sarjana Degree of Education of English Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



By:
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2015**

APPROVAL PAGE

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Approved by the Advisors to be proposed to
the English Education Department Examination Committee of
University of Nusantara PGRI Kediri

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Approved and Accepted by all its qualification
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ABSTRACT

The research is aimed at knowing the pronunciation achievement in the eleventh grade students of SMK Muhammadiyah 1 Kediri using eMindMaps. This study was experiment quantitative. The data were taken from pre-test and post-test. The aspects of scoring rubric of pronunciation were pronunciation, intonation and stress. T-test formula used to compare and analyzed the score of pre-test and post-test. The researcher found two results. First, the students' pronunciation achievement was increasing. It can be seen from the data of pre-test scores, there were 4 students who passed the test and there were 10 students who failed the test. Moreover, in the post-test the total students who can pass the test were 12 students and 2 students couldn't pass it. Second, eMindMaps gives significant effect to the students pronunciation achievement. It found that t-score is 5,65 at the degree of freedom 13 and the t-table was 2,160 at the level of significance of 5% (0,05). It means that t-score was higher than t-table in the level of significant 5%. Therefore, teaching pronunciation using eMindMaps has significant effect to the students' pronunciation achievement.

Keywords : Pronunciation, eMindMaps, Media.

I. BACKGROUND

Pronunciation is the way a word or a language is usually spoken. Pronunciation is one of the most important components in English language because it is used to communicate to the others. When someone has a lackness in pronunciation, she/he will get difficulty to deliver the message in communication. Pronunciation is considered as difficult component in English that should be mastered, in fact the teaching pronunciation is less in the classroom. This

opinion is supported by Gilakjani : "Despite the fact that acquiring pronunciation is so difficult, in many ESL/EFL classrooms, teaching pronunciation is granted the least attention." (2011: 1).

The teacher must have a good competence in pronunciation. When the teacher pronounces the word incorrectly, the students will imitate how the teacher produces the word which is true or false. Moedjito (2008: 130) says that many Indonesian teachers of English do not know

what aspects of English pronunciation to teach and how to teach them. It means that the almost the teachers in Indonesia lack to understand about teaching pronunciation because they don't know about aspects in pronunciation. By using eMindMaps, the researcher can help the students to study pronunciation using all of the features in eMindMaps. The teacher can shows the phonetic of the words by using the branches and insert the pictures that related into words. The important is the teacher can hyperlink audio file from the computer, thus the teacher must be prepared the native speaker's voices.

Akram and Qureshi (2012: 43) state that as far as English pronunciation is concerned, the learners have to face a lot of problems. Sound pronunciation is supposed to be a hall mark of sound education. It means that the students now get difficulties to study pronunciation. They don't pronounce the word correctly because their teachers don't give the solution to study pronunciation. It can be seen in the real situation especially in SMK Muhammadiyah 1 Kediri, when the students learn pronunciation they have get main problem, it is they have great difficulty to pronounce the words.

To solve the problem in pronunciation, the researcher used a method that can be applied to teach the students. Larsen and Freeman (2000: 29) says that teachers who use the direct method believe students need

to associate meaning and the target language directly. In order to do this, when the teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realia and picture. It means that Direct Method including of the methods to teach English pronunciation.

E-MindMaps is the solution to solve the students' problem in pronunciation. The students are more likely interest to study about pronunciation because in eMindMaps complete with the pictures and branches. The picture and branch can represent one word and students try to speak or pronounce the words. According to Buzan and Buzan (1994: 83-84) define the full power of the Mind Map is realised by having a central image instead of a central word, and by using images wherever appropriate rather than words. Combining the two cortical skills of words and images multiplies students intellectual power, especially when students create their own images.

Frey (2010: 20) states that software-produced mind maps give them a more dynamic, visual learning experience which tends to increase knowledge retention. You've probably heard the expression, a picture is worth a thousand words. This is true of mind maps as well, which can incorporate colors, images, links and other multimedia content. eMindMaps is a suitable media to help the students study about pronunciation. By showing

eMindMaps to the students, the teachers use it for drilling pronunciation.

II. METHOD

The researcher decided the eleventh grade students of SMK Muhammadiyah 1 Kediri consisting of three classes consisting of XI AKA 10 students, XI APK 14 students, and XI KPR 11 students. Therefore, from three classes there were 35 students as the population of the research. The sample of this research was the eleventh grade students of SMK Muhammadiyah 1 Kediri, especially in the XI APK class that consist of 14 students.

Technique that was used by the writer in this research is experimental research. The research design that was used in this study is quantitative. Quantitative has been used for many years, therefore this method is usually called traditional method. The formula of t-test is below :

$$t = \frac{\overline{MD}}{\sqrt{\frac{\sum x^2}{n(n-1)}}}$$

t : the result of t – test

D : differences between post test minus pre - test

n : number of students

\overline{MD} : result of total differences from pre – test and post – test divided by number of students.

Arikunto (2010: 193) adds that *secara garis besar alat evaluasi digolongkan*

menjadi dua jenis; test dan non test. In short, the writer used a spoken test as the instrument to collect the data in the eleventh grade students of SMK Muhammadiyah 1 Kediri, kind of the test was an spoken test of expressing describing process text. Sugiyono (2012: 297) states that *populasi adalah wilayah generalisasi yang terdiri atas: obyek/subyek yang mempunyai kualitas dan karakteristik tertentu yang ditetapkan oleh peneliti untuk dipelajari dan kemudian ditarik kesimpulannya.* Therefore, from three classes there were 35 students as the population of the research. According to Arikunto, he states : “*Sampel adalah sebagian atau wakil populasi yang diteliti.*” (2010: 174). Therefore, the sample of this research was the eleventh grade students of SMK Muhammadiyah 1 Kediri, especially in the XI APK class that consist of 14 students.

The procedure of the research was giving treatment. The treatments were included in the first meeting and second meeting. In every meeting consisted of pre-activity, whilst-activity and post-activity. The differences between first meeting and second meeting was the material in speaking activity focusing on pronunciation. The material in first meeting was about Expressing Describing Process with the title of the text was “How to make Pancake”. Then, the material in second meeting was about Expressing Describing Process with

the title of the text was “How to make Fried Rice”.

III. RESEARCH FINDING AND DISCUSSION

The researcher compared t-result and t-table to know the result is significant or not. The result of this research shows that t-score is 5,65 at the degree of freedom 13 and the t-table is 2,160 at the level of significance of 5% (0,05). It means that t-score (5,65) > t-table at the level of significance 5% (2,160).

Table 1 : The Score Difference of Pre-test and Post-test

No	The Name of the Students	Score of Pre-test	Score of Post-test	d (pre test - post test)	D ²
1	Student 1	40	85	45	2025
2	Student 2	65	80	15	225
3	Student 3	40	75	35	1225
4	Student 4	45	75	30	900
5	Student 5	45	85	40	1600
6	Student 6	40	80	40	1600
7	Student 7	40	80	40	1600
8	Student 8	75	85	10	100
9	Student 9	80	85	5	25
10	Student 10	60	85	25	625
11	Student 11	85	90	5	25
12	Student 12	80	85	5	25
13	Student 13	60	85	25	625
14	Student 14	90	95	5	25
Σ		845	1170	325	10625
X		60,36	82,56		

From the table above, it can be seen that the mean of pre-test score was 60,36 and the mean of post-test score was 78,22.

From the result of the researcher's analysis showed that there was significant effect of eMindMaps to the eleventh grade students of SMK Muhammadiyah 1 Kediri, because the mean score of post-test (82,56) was higher than the mean score of pre-test (60,36). Besides, in the result, t-score is 5,65 and the t-table was 2,160. It shows that t-score is higher than t-table. The data showed that t-score was higher than t-table in the significance 5%. Therefore, the alternative hypothesis (H_a) is accepted and H_0 is rejected. It can be concluded that eMindMaps has significant effect to the students' pronunciation achievement in the eleventh grade year students of SMK Muhammadiyah 1 Kediri academic year 2014/2015.

The suggestions are given to: 1) The English Teacher are suggested to use eMindMaps as the media to increase the students' pronunciation achievement because eMindMaps gives significant effect in teaching pronunciation. 2) The other Researchers can use as an reference and inspiring them when they do the same or similar research that is about teaching pronunciation using eMindMaps. 3) The Institution cornerned with this research should repaired and completed the school

facilities such as, LCD projector, audio, electric cable and electric socket.

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