

**THE EFFECT OF RHYMING WORD DOMINOES
(RWD) ON ABILITY TO DIFFERENTIATE
ENGLISH VOWEL SOUNDS**

**(An Experimental Study at English Course Students of
Islamic Boarding School Mambaus Sholihin)**

THESIS

**Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd.) in Teaching English**



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ABSTRACT

Maslacha, Luluk (2016). *The Effect of Rhyming Word Dominoes (RWD) on Ability to Differentiate English Vowel Sounds (An Experimental Study at English Course Students of Islamic Boarding School Mambaus Sholihin)*. A thesis, English Education Department, faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisors: Dra. Irma Soraya, M. Pd and Diah Karmilasari Putri, M. Pd

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Pronunciation is one important factor to consider speaking competency such that the student can quickly understand appropriately and respond to sentences or utterances directed at them, but it includes a factor that becomes students' obstacles to speak English. One of the problems is that the English word spelling does not match the pronunciation; on the other hand, Indonesian word pronunciation is like the spelling. This study investigated the effect of RWD on students' ability to differentiate English vowel sounds by utilizing *Rhyming Word Dominoes (RWD)*. RWD is rhyming word packed on flash cards in the form of dominoes which were played by the students by reading aloud rhyming words written on the cards. This technique, as part of audio-language method, is expected to be an alternative technique instead of a technique used in the grammar-translation method.

This study employed an experimental method under the following design: true experimental design with randomized subjects and pretest-posttest control group design. The sample total for this study was 68 students consisting of 34 students for each treatment and control group. To assess the effect of RWD technique, this study used paired sample *t*-test to measure the difference between pretest and posttest and between control and treatment group. The findings revealed that both the experimental and the control groups had performed a statistically significant development at the posttest. Although the control group increased their ability to differentiate English vowel sounds, the fact that the experimental group performed a significantly higher development implied that RWD had a significant effect on students' ability to differentiate English vowel sounds than their usual method.

ABSTRAK

Maslacha, Luluk (2016). *Pengaruh Rhyming Word Dominoes (RWD) terhadap Kemampuan Siswa dalam Membedakan Bunyi Kata Vokal dalam Bahasa Inggris (Studi Eksperimental pada Kelas Bahasa Inggris di Pondok Pesantren Mambaus Sholihin)*). Skripsi, Departemen Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel, Surabaya. Pembimbing: Dra. Irma Soraya, M. Pd and Diah Karmilasari Putri, M. Pd

Kata Kunci: *rhyming word dominoes, bunyi kata vocal Bahasa Inggris*

Cara melafalkan kata (*pronunciation*), pada satu sisi, merupakan faktor penting dalam kompetensi berbahasa Inggris karena ketepatan dalam pelafalan kata akan membantu siswa untuk memahami dan merespon dengan tepat ujaran yang disampaikan kepada mereka. Di sisi lain, hal ini seringkali menjadi kendala bagi siswa untuk berbicara dalam Bahasa Inggris. Salah satu tantangan utamanya adalah, berbeda dengan Bahasa Indonesia, ejaan Bahasa Inggris tidak sama dengan pelafalannya. Studi ini ingin menguji pengaruh RWD terhadap kemampuan siswa dalam membedakan bunyi kata vokal dalam Bahasa Inggris dengan memanfaatkan alat belajar *Rhyming Word Dominoes (RWD)*. RWD merupakan kartu flash berbentuk domino yang sudah disusun berirama yang kemudian dimainkan siswa dengan cara membacakan dengan nyaring kata-kata yang tertulis di kartu tersebut. Sebagai bagian dari metode *Audio-language method*, teknik RWD diharapkan bisa menjadi teknik alternatif selain metode gramatikal-penerjemahan.

Studi ini menerapkan metode eksperimental dengan desain: randomisasi subjek penelitian dan uji sebelum-setelah (*pretest-posttest*) di antara kelompok kontrol dan kelompok yang mendapat perlakuan (*treatment group*). Total sampel yang digunakan dalam studi ini sebanyak 68 siswa, yang terdiri dari 34 siswa untuk masing-masing kelompok kontrol dan kelompok *treatment*. Untuk pengujian pengaruh teknik RWD ini digunakan teknik uji-t berpasangan untuk mengukur perbedaan antara sebelum dan sesudah perlakuan dan antara kelompok *treatment* dan kelompok kontrol. Hasil penelitian ini menunjukkan bahwa meskipun sampel siswa di kedua kelompok, kontrol dan *treatment*, mengalami peningkatan kemampuan dalam melafalkan dengan tepat kata vokal Bahasa Inggris, sampel siswa pada kelompok *treatment* mengalami peningkatan kemampuan yang signifikan lebih tinggi dibandingkan sampel siswa pada kelompok kontrol. Hal ini menggambarkan bahwa metode RWD memiliki pengaruh signifikan dalam meningkatkan kemampuan siswa untuk melafalkan kata Bahasa Inggris dengan tepat dibandingkan dengan metode umum dalam pengajaran Bahasa Inggris.

TABLE OF CONTENTS

SURAT PERNYATAAN.....	ii
ADVISOR APPROVAL SHEET	iii
EXAMINER APPROVAL SHEET	iv
LEMBAR PERSETUJUAN PUBLIKASI.....	v
MOTTO	vi
DEDICATION	vii
ABSTRACT.....	viii
TABLE OF CONTENTS	x
CHAPTER 1 INTRODUCTION	1
A. Background of the Study	1
B. Significance of the Study	9
C. Scope and Limitation.....	10
D. Definition of Key Term.....	11
CHAPTER II REVIEW OF RELATED LITERATURE	14
A. Speaking	14
B. Pronunciation.....	16
C. The Study of Sound Language	17
D. Articulatory Phonetics	19
E. The English Vowel Sounds Mispronounced	24
F. Language Games.....	30
G. Dominoes.....	31
H. Rhyming Words	33
I. Rhyming Word Dominoes	34
J. Review of Previous Studies	36
CHAPTER III RESEARCH METHOD	39
A. Research Design	39
B. Population and Sample	41

C. Research Instrument	45
D. Data Collection Technique	48
E. Data Analysis Technique.....	51
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	54
A. Research Findings	54
B. Discussion	62
CHAPTER V CONCLUSION AND SUGGESTION	66
A. Conclusion.....	66
B. Suggestion	66
BIBILIIOGRAPHY.....	68
APPENDIX 1 RWD SET	71
APPENDIX 2 GRADE 1 OF NEW STUDENTS OF SENIOR HIGH SCHOOL (SHS).....	75
APPENDIX 3 SAMPLES	80
APPENDIX 4 TREATMENT GROUP	83
APPENDIX 5 CONTROL GROUPS	85
APPENDIX 6 PRE-POST TEST	87
APPENDIX 7 THE VALIDATION OF INSTRUMENT	88
APPENDIX 8 THE RUBRIC OF PRETEST/POSTTEST	89
APPENDIX 9 PRE-POST TEST SCORES.....	91
APPENDIX 10 LESSON PLAN OF EG.....	94
APPENDIX 11 LESSON PLAN OF CONTROL GROUP.....	97
APPENDIX 12 SYLLABUS OF ENGLISH COURSE	101

CHAPTER 1

INTRODUCTION

A. Background of the Study

English has become the world's lingua franca; it is the main language for international communication in different fields including commerce, industry, politics, and education.¹ This opinion is supported by Broughton stating that English has grown to its present status as the major world language.² In addition, Maxom and Nunan imply that there is a need for a global language to make international communications smoother and tools such as the worldwide web truly accessible around the planet.³ Therefore, this is the main reason why millions of language learners all over the world are striving to improve their English proficiency. An essential component of this proficiency is improving one's ability to communicate via speaking English.

As noted by Maxom and Nunan, speaking is the most significant skill in English teaching and the single most essential aspect of learning a second or foreign language.⁴ It is one of the most difficult aspects for students to master, though.⁵ According to them, it is almost inconceivable to have true mastery

¹ Jeremy Harmer, *the Practice of English Language Teaching*, 3/E (New York: Addison-Wesley Longman, Inc, 2001), 1.

² Geoffrey Broughton, et.al., *Teaching English as a Foreign Language*, (New York: Routledge and Kegan Paul Ltd, 2003), 1.

³ Michelle Maxom, *Teaching English as a Foreign Language for Dummies* (England: John Wiley & Sons, Ltd., 2009), 9.

⁴ Michelle Maxom, *Teaching English as a Foreign Language for Dummies* ... 183 and David Nunan, *Language Teaching Methodology – a Textbook for Teachers*, (New Jersey: Prentice Hall, 1991), 39.

⁵ Lucy Pollard, *Lucy Pollard's Guide to Teaching English*, (n.p. : Lucy Pollard, 2008), 33.

of a language without actually speaking it because to most people, success is measured in terms of ability to carry out a conversation in the language.⁶ In sum, although speaking is one of the most difficult aspects, it should be mastered because without actually speaking a language, it is almost impossible truly to master it.

To consider speaking competency such that the student can quickly understand and appropriately respond to sentences directed at them, pronunciation is one important factor. It is as Lavery states that speaking a language involves using components accurately and fluently and one of the components that should be used correctly is making the right sounds; hence, pronunciation will focus on this need for practice.⁷ This opinion is supported by Pollard stating the components involved upon speaking are ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person communicated with.⁸ In addition, Harmer stresses the need for making sure that students can always be understood and can say what they want to say.⁹ Badan Standar Nasional Pendidikan also states that one of the English scopes is supporting competence including linguistics competence by using grammar, vocabulary, and pronunciation, and in the base competence of speaking, the students

⁶ Michelle Maxom, *Teaching English as a Foreign Language for Dummies* ... 183 and David Nunan, *Language Teaching Methodology* ... 39

⁷ Clare Lavery, *Language Assistant*, (England: The British Council, 2001), 36.

⁸ Lucy Pollard, *Lucy Pollard's Guide to Teaching English* ... 33

⁹ Jeremy Harmer, *the Practice of English Language Teaching* 183

should communicate accurately; i.e. communicating with good pronunciation.¹⁰

Based on the exposure above, pronunciation is really needed in communicating because learning English is not only knowing the meaning of words and the structures but also knowing how to pronounce the words correctly and clearly in order that the utterances will be comprehensible and understandable. This is supported by Cakir and Baytar's research.¹¹ It states that pronunciation conveys a significant role in the target language learning, and it needs specifically handling by the instructors throughout the teaching process.

Although it is such important pronunciation, most students hardly ever pay attention to it upon communicating because it includes linguistics factor that becomes students' obstacles to speak English as Juhana's finding.¹² This problem is also found at English course of Islamic boarding school Mambaus Sholihin. The students in the English course have trouble distinguishing individual sounds. It is likely because of the difference between the spelling and the pronunciation. It turns out that this problem is encountered by not only the students of English course Mambaus Sholihin but also Indonesians.

It is stated by Swan and Smith that the problem which Indonesians come at is

¹⁰ Badan Standar Nasional Pendidikan, *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah*, (Jakarta: BSNP, 2006), 133-135.

¹¹ Ismail Cakir and birtan Baytar, "Foreign Language Learners' Views on the Importance of Learning the Target Language Pronunciation", *Journal of language and Linguitics Studies*, 10 (1), 2014, 99-110.

¹² Juhana, "Linguistic Factors that Become students' Obstacles to Speak in English Class", *Ragam Jurnal Pengembangan Humaniora*, Vol. 12 No. 2, Agustus 2012, 63.

when the English word spelling does not match the pronunciation, on the other hand, Indonesian word pronunciation is like the spelling.¹³

Conversing and reading aloud, the students can hardly ever differentiate words such as “*sheep* and *ship*” as well as “*pen* and *pan*”. As a student says, for example, *ship* in a situation such as a goat pen where she should have said *sheep* and *pen* in a situation such as a kitchen where she should have said *pan*, the inaccurate production of a phoneme can lead to misunderstanding (at least on the part of the butcher and the cook). They speak both of “*sheep* and *ship*” equally, that is /ʃip/ and they speak /pen/ for both “*pen* and *pan*”.

A consideration of students’ pronunciation errors and of how these can impede communication success is a convenient basis on which to assess why it is important to deal with pronunciation in the classroom. A student who continually mispronounces a range of phonemes can be highly difficult for a speaker from another language community to understand. This can be very frustrating for the student who may have a good command of grammar and lexis but have difficulty in understanding and being understood by a native speaker.¹⁴ Therefore, this study deals with how to differentiate individual sounds, especially vowel sounds now that they often mispronounce.

¹³ Janet Y. Young. “Malay/Indonesian Speakers”. In Michael Swan – Bernard Smith, *Learner English* (Cambridge: Cambridge University Press, 2001), 282.

¹⁴ Gerald Kelly, *How to Teach Pronunciation*, (New York: Addison-Wesley Longman, Inc, 2010), 11.

Many ways can be used to improve students' pronunciation. It can be used drilling technique as Riswanto and Haryanto's research¹⁵, reading aloud technique as researched by Mantali and Hidayat¹⁶, reading aloud and dialogue as Kurniawan's study¹⁷, games as Anuj Tewari et.al.¹⁸, reading aloud dominoes as Romwapee's research¹⁹, and speech dominoes used to teach phonetic convergence by Bailly and Lelong²⁰, as well as music activities (singing, speech and body percussion as well as instrumental performance as researched by Chen²¹. In addition, rhyme can also be used as stated by Brown.²² Even, the short story "Jaka Tarub" can be used to teach English vowel sounds as researched by Noviana.²³

Upon recognition of the difficulties which the students of English course of Islamic Boarding School Mambaus Sholihin encounter, it is interesting to

¹⁵ Riswanto – Endang Haryanto, "Improving Students' Pronunciation through Communicative Drilling Technique at Senior High School (SMA) 07 South Bengkulu, Indonesia", *International Journal of Humanities and Social Science* Vol. 2 No. 21; November 2012, 1.

¹⁶ Sri Melda A. Mantali, The Application of Reading Aloud Technique to Increase Students' Pronunciation (An Experimental Research Conducted at the Grades of SMP Negeri 1 Batudaa), *Journal of English Department of letters and culture faculty of UNG (State University of Gorontalo)*, 1, and M. Aris Hidayat, Thesis: "Improving Pronunciation through Reading Aloud at 8th Grade of SMP Kyai Hasyim Surabaya", (Surabaya: State Islamic University Sunan Ampel, 2014), vi.

¹⁷ Eko Bayu Kurniawan, Teaching Pronunciation of Students Moslem Boarding School, *Jurnal Penelitian, Pendidikan dan Pembelajaran (JP3)* Vol. 1, No. 1, Pebruari 2013, ISSN 2337-6384, 1.

¹⁸ Anuj Tewari, et.al., "SPRING: Speech and Pronunciation Improvement through Games, for Hispanic children", (<http://www.cs.berkeley.edu/~anuj/Publications/ICTD-final.pdf>, accessed on Jan 6, 2015)

¹⁹ Wiriyarat Romwapee, "Junior High School Students' English Pronunciation Development through Reading-aloud Dominoes", retrieved August 10, 2013, from http://www.huso.kku.ac.th/thai/HSGS/SGR/SGR_01_P1_02.pdf

²⁰ Gerard Bailly – Amelie Lelong, "Speech dominoes and phonetic convergence", retrieved August 10, 2013, from <https://hal.archives-ouvertes.fr/hal-00523890/document>

²¹ Jian-Jun Chen, Dissertation: "The Effects of Music Activities on English Pronunciation and Vocabulary Retention of Fourth-Grade ESOL (english for Speakers of Other Languages) Students in Taiwan", (Florida: University of Florida, 2011), 12.

²² Joy L. M. Brown, "Rhymes, Stories and Songs in the ESL Classroom", *The Internet TESL Journal*, Vol. XII, No. 4, April 2006

²³ Risqa Noviana, Thesis: "The Use of Short Story "Jaka Tarub" in Teaching pronunciation of English Vowel Sounds, (Semarang: Semarang State University, 2009), v.

deal an experimental study by combining some ways – reading aloud and rhyme which is packed into a game domino; i.e. Rhyming Word Dominoes (RWD). The combination of those ways was taken because so far there had never been a research using this combination and because this was such a game, it was expected that they could enjoy learning pronunciation. Besides, this study dealt with a rhyming word to expunge many people's thought that English spelling is completely illogical because by using the rhyming word, the pronunciation of about 95% of all words is predictable from the spelling²⁴. Furthermore, repetition of phrases and words is an essential part of language learning; moreover, it is done into a fun activity, which playing with rhyme is one of the ways.²⁵ In order to get fun learning, this way; i.e. rhyming words were packed on flash cards in the form of dominoes which were played by the students by reading aloud rhyming words written on the cards.

The treatment which would be used is a game like Dominoes because teachers should conduct English motivationally including language games. Hancock stated that pronunciation games not only provide students with opportunities for practicing the important features of pronunciation, but students would also be stimulated by these challenging activities. Moreover, some games can also contribute to skill strengthening in academic subjects.²⁶ Domino is an interesting game for teaching and learning. People have played

²⁴ Michael Vaagher, *Test Your Pronunciation*, (England: Pearson Education Limited, 2002), 26.

²⁵ Clare Lavery, *Language Assistant ...* 60.

²⁶ Mark Hancock, *Pronunciation Games*, (New York: Cambridge University Press, 2008), 1.

dominoes for ages, and the rules of it are well understood.²⁷ Moreover, Dominoes was proven to improve students' grammar with fun.²⁸

Thus, this study was to investigate whether or not Rhyming Word Dominoes (RWD) has an effect on their pronunciation ability, especially in contrasting English vowel sounds. Although there was a study about teaching English vowel sounds by Noviana, it is used short story Jaka Tarub; whereas, this study used Rhyming Word Dominoes. The game goal is surely not the same as the learning goal. The learning goal of the game in this study is to develop students' pronunciation ability by rhyming words, whereas the goal of the game may be to score the most points or to lose or win cards as fast as possible. The most important goal is that they can analyze the difference in vowels so that they pronounce vowel sounds accurately. Thus, by the rhyming word dominoes, it is expected that they can contrast those vowels. It is appropriate to Bloom's revised taxonomy which contrasting is the fourth layer.²⁹

This study was conducted at an English course of Islamic boarding school Mambaus Sholihin. Mambaus Sholihin is one of the Islamic boarding schools obligating the students to speak two international languages – Arabic and English. In order to achieve the regulation, a language course – Arabic course and English course are held every morning for 30 minutes. Friday to Monday is Arabic day, and Tuesday to Thursday is an English day. On

²⁷ Richard J Walklate, Doctoral Dissertation: " *Applying Suitable Artificial Intelligence Techniques to a Game of Dominos* " (England: University of Bath, 2007), 11.

²⁸ Vivian Karr. "Word Dominoes" *TESL Reporter*, Vol. 23, 38-40

²⁹ Richard C. Overbaugh and Lynn Schultz, "Bloom's Taxonomy", (http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm, accessed on Dec 11, 2015)

English day, they take an English course and must speak English in the dormitory where the students usually stay or vice versa. The students are male and female. They are on Junior High School (JHS), Senior High School (SHS), and Institute Keislaman Abdullah Faqih (INKAFA). Based on the observation having made, at the English course, a method more often used is grammar translation because classes are taught in the mother tongue, with little active use of the students, much vocabulary is taught in the form of lists of isolated words, instruction on grammar focuses on the form and inflection of words, often the only drills are exercises in translating disconnected sentences, and little or no attention is given to pronunciation. According to Brown, it is ironic that until very recently this method is still used among many competing models.³⁰

This experimental study was conducted there because it was found that the students have difficulty in pronouncing accurately. The next reason is that pronunciation is one of the competencies taught (see appendix 13). And the last reason is in order that the treatment can be used as an alternative method because the treatment used the audio-lingual method.

Chapter 1 Research Question

What is the effect of Rhyming Word Dominoes (RWD) on the ability to differentiate English vowel sounds of the students of an English course of Islamic Boarding School Mambaus Sholihin?

³⁰ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, 2/E (New York: Addison-Wesley Longman, Inc, ed. 2, 2000), 19.

Chapter 2 Objective of the Study

Based on the research question above, the objective of this study is to find out and describe the effect of Rhyming Word Dominoes (RWD) on students' ability to differentiate English vowel sounds.

Chapter 3 Hypothesis

This experimental research is to find out whether not teaching pronunciation using Rhyming Word Dominoes (RWD) gives significant effect on students' ability to differentiate English vowel sounds and to find the answer of the problem, it should be proposed Alternative Hypothesis (Ha) and Null Hypothesis (Ho) as below:

1. Null Hypothesis (Ho) = "There is no significant difference in students' score of English vowels before and after using Rhyming word Dominoes".
2. Alternative Hypothesis (Ha) = "There is a significant difference in students' score of English vowels before and after using Rhyming word Dominoes".

B. Significance of the Study

The significances of this study are as follows:

1. Theoretical significance
 - a. The result can give knowledge to the tutors about the rhyming word dominoes (RWD) as a technique to be used to improve students' pronunciation.

- b. The students can know the extent to which RWD has an effect on their pronunciation ability.
- c. The result of this study can give the readers an additional knowledge about RWD that can be practiced while pronouncing some words.

2. Practical significance

- a. The result of this study can be useful for teaching pronunciation.
- b. The result of this study can be helpful for tutors to encourage the students to practice RWD while pronouncing some words.
- c. The result of this study can be advantageous as a reference for the researcher who wants to conduct a study about pronunciation.

C. Scope and Limitation

1. There are twenty vowels in English – twelve single vowels (monophthongs) and eight diphthongs. This study is limited to the students' vowel pronunciation by discussing only segmental features of English vowel / ɪ / / i: / / e / and / æ / containing only one and two syllabic words. It begins to train those vowels because the students often make mistakes in them and because they are in the same position; that is in the front tongue position and near it. And only one and two syllabic words are used in order to make them easy because of simple words.
2. This study was conducted on an English course of Mambaus Sholihin which the female students took because, in female English course, pronunciation is one of the competencies taught. And it was conducted

only on new students in order to get the homogeneity because they did not study neither level at Mambaus Sholihin, and likely, they had not got pronunciation training before and because the new students who were meant existed on SHS and INKAFA, this study was conducted only on the new students of SHS and INKAFA.

D. Definition of Key Term

To avoid misunderstanding of the term in this study and also to make the topic clearer, the key terms of the topic are clarified as below:

1. Effect

*Effect, as noted by Moerman, is the change which is produced by things.*³¹

In this study, the term *effect* means the change in students' ability to differentiate English vowel sounds which are produced by practicing Rhyming Word Dominoes (RWD).

2. English Vowel Sounds

English vowel sounds are produced by opening the vocal tract so that there is no obstruction to the air flow escaping over the tongue.³² This study focuses on vowel sounds / ɪ / / i: / / e / and / æ / because those vowel sounds are made by raising the front tongue or a part of the tongue nearer to the center than to front; it does not actually obstruct the airflow, therefore.

³¹ Daniel E. Moerman, *Meaning, Medicine, and the "Placebo Effect"*, (United Kingdom: Cambridge University Press, 2002), 11.

³² Paul Skandera and Peter Burleigh, *A Manual of English Phonetics and Phonology*, (Germany: Gunter Narr verlag Tübingen, 2005), 25.

3. Rhyming Word

Words are referred to rhyme if having the same vowel sound in the main stressed syllable, e.g. *sea* and *tree* and followed by the same consonant sound, e.g. *meet* and *meat* as well as *mete*.³³ Although the spelling is different, the pronunciation is the same. The last sounds of the former are pronounced / i: /, and those of the later are pronounced / i:t /. Rhymes are not identical; they are terminal sounds, which begin with an accented vowel, preceded by different consonantal sounds, or by a consonant in one case and none in the other.³⁴ Simply, rhyming is the ability to identify words having similar final sounds segments.

4. Rhyming Word Dominoes

Dominoes are small rectangular tiles which are marked with a number of dots – known as *spots* or *pips* – on either of their two ends, which are divided by central line – known as the *bar*, *divider*, or *center*.³⁵

In conventional dominoes, two pieces can be joined if the numbers match. This game is played by two to four people and if four are playing, each person can play individually or it can be grouped into two teams.³⁶

The basis of most domino games is to lay down a domino next to another domino so that the numbers (or blanks) on contiguous dominoes match each other. In Rhyming Word Dominoes (RWD), they can be joined in the words rhyme. Each card consists of two words written on each side.

³³ Michael Vaughan, *Test Your Pronunciation*, (England: Pearson Education Limited, 2002), 26.

³⁴ Willard R. Espy, *Words to Rhyme with*, 3/Ed, (New York: Facts On File, Inc, 2006), 41.

³⁵ --, "Dominoes", (<http://www.domino-play.com/index.htm>, accessed on Dec 11, 2015)

³⁶ --, "Domino Rules", (<http://www.alexcramer.com/howtoplay.php>, accessed on Dec 11, 2015)

This game is played alternately by putting them onto the table while being read aloud. The RWD cards were put on the floor because the players sat on it and in order that there was enough room to set the cards.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Speaking

In general, there are two skills in English – *receptive and productive*.³⁷

Receptive skills are the ways in which people extract meaning from the discourse they see or hear. This kind includes listening and reading. Conversely, productive skills are the ways in which people have to produce language. Those include speaking and writing. The benchmark of successful language acquisition is almost always the demonstration of an ability to carry out a conversation.³⁸ Unfortunately, it is one of the most difficult aspects for students to master because of the number of components in it, i.e. ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person communicated with.³⁹ Therefore, there has to be training or tasks in the productive skill of speech.

There are three basic reasons for giving students speaking tasks which provoke them to use all and any language at their command, i.e. rehearsal, feedback, and engagement. By giving speaking tasks, it can make them rehearse communication, e.g. discussion, role-play, it provides feedback for both teachers and students in order to find out what language problems they

³⁷ Geoffrey Broughton, et.al., *Teaching English as a Foreign Language*, (New York: Routledge and Kegan Paul Ltd, 2003), 76 and Jeremy Harmer, *the Practice of English Language Teaching*, 3/E (New York: Addison-Wesley Longman, Inc, 2001), 199&246.

³⁸ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, 2/E (New York: Addison-Wesley Longman, Inc, ed. 2, 2000), 267.

³⁹ Lucy Pollard, *Lucy Pollard's Guide to Teaching English*, (n.p. : Lucy Pollard, 2008), 33.

are having, and if speaking activities are good, it can and should be highly motivating.⁴⁰

There is no doubt that during the speaking activities, there must be some students who make mistakes. It is important for teachers to correct mistakes made in a different way from the mistakes made during a *Study* exercise. If a teacher always makes a correction at the moment one of the students is making an important point, it will make the point will quickly be lost. Constant interruption from the teacher will destroy the purpose of the speaking activity.⁴¹

As known, a number of students at an English course of Islamic boarding school Mambaus Sholihin often make mistakes in pronunciation during speaking activities. What teachers should do is watching and listening while speaking activities are taking place as well as noting down important mistakes. When the activity has finished, then the teachers ask the students how they thought it went before giving their own feedback or in another day to reinforce the correction, the teachers can use pronunciation games related to some pronunciation mistakes the students made. This can be done as the warmer which gets the students acclimatized after the previous lesson.⁴²

⁴⁰ Jeremy Harmer, *How to Teach English* ... 87

⁴¹ Jeremy Harmer, *How to Teach English* ... 94

⁴² Michelle Maxom, *Teaching English as a Foreign Language for Dummies* (England: John Wiley & Sons, Ltd., 2009), 184.

B. Pronunciation

The role of pronunciation is important for human beings who use a certain language orally to communicate with each other to maintain the demand of being a social creature. It determines to understand between speakers and listeners who convey messages, ideas, and thoughts. Furthermore, pronunciation is one of the basic skills people must possess when learning a language especially on speaking.⁴³ Besides, a consideration of students' pronunciation errors and of how these can impede communication success is a convenient basis on which to assess why it is important to deal with pronunciation in the classroom.⁴⁴

In order that students can speak with a good pronunciation – minimally native-like pronunciation, not only does a teacher have an important role, but students also have a role. Some of the teacher's roles are:⁴⁵ (1) helping learners to hear, (2) helping learners to make sounds, (3) providing feedback, (4) pointing out what is going on, (5) establishing priorities, (6) devising activities, and (7) assessing progress. The students' role in this is their respond and willingness to take responsibility for their own learning.

The techniques and activities which teachers can employ are:⁴⁶

- (1) **drilling** involves the teacher who says a word and has the class repeat it,
- (2) **minimal pairs and related activities** are words or utterances differing by

⁴³ Risqa Noviana, a Final Project: "*The Use of Short Story "jaka tarub" in Teaching Pronunciation of English Vowel Sounds*", (Semarang: Semarang State University, 2009), 8.

⁴⁴ Gerald Kelly, *How to Teach Pronunciation*, (New York: Addison-Wesley Longman, Inc, 2010), 11.

⁴⁵ Joanne Kenworthy, *Teaching English Pronunciation*, (London and New York: Longman Group UK, 1987), 1 – 2.

⁴⁶ Gerald Kelly, *How to Teach Pronunciation ...* 15 – 22

only one phoneme, **(3) pronunciation and spelling activities** make sense to tie pronunciation work closely in with spelling work to investigate the different ways in which sounds can be represented, **(4) taping students' English** can be made while students are engaged in language difficulties concerned with pronunciation, **(5) listening activities** can play a key role in helping students to notice the existence of a pronunciation feature, **(6) reading aloud activities** offer opportunities for the study of the links between spelling and pronunciation, of stress and intonation, and of the linking of sounds between words in connected speech

Based on the exposure above, to develop students' ability to differentiate English vowel sounds, this study uses Rhyming Word Dominoes. With RWD, the teacher will play a role to help students make sounds, and the students will do reading aloud activities. It is also expected that the students will respond and take responsibility for their learning.

C. The Study of Sound Language

The system or structure of a language (langue or competence) can be described at four levels: **(1) phonetics** and **phonology** deal with pronunciation, or, more precisely, with the sounds of speech and system, **(2) morphology** covers the word structure, **(3) syntax** clarifies sentence patterns,

(4) lexicology and **semantics** explain the vocabulary, or lexicon, and explore different aspects of meaning.⁴⁷

Thus, in terms of sounds, there are two sub-disciplines in linguistics, that is, phonetics and phonology. Phonetics is the study of speech sounds. It is the study of the segmental and supra-segmental features of speech. Segmental features of speech are individual segments, that is, speech sounds – manner, place, and voicing. However, supra-segmental features of speech are segments affecting elements which are higher up in the hierarchy of linguistic units: syllables, phrases, sentences. The two most significant supra-segmental features are stress and intonation.⁴⁸ In brief, it can be stated that phonetics treats speech sounds from the viewpoint of their physical properties, instead, phonology is concerned with their function and patterning within a linguistic system.

Phonetics can be divided into three phases:⁴⁹ **(1) articulatory phonetics** expounds how speech organs in the vocal tract are used to produce speech sounds, **(2) acoustic phonetics** describes the physical properties of speech sounds, **(3) auditory phonetics** studies the perception of speech sounds by the listener.

Phonology deals with the speakers' knowledge of the sound system of a language.⁵⁰ It can be divided into two branches: **(1) segmental phonology** is

⁴⁷ Paul Skandera and Peter Burleigh, *A Manual of English Phonetics and Phonology*, (Germany: Gunter Narr verlag Tübingen, 2005), 1-2.

⁴⁸ Balogne Berces Katalin and Szentgyorgyi Szilard, *The Pronunciation of English*, (Budapest: Bolcsesz Konzorcium, 2006), 6.

⁴⁹ Paul Skandera and Peter Burleigh, *A Manual of English Phonetics and Phonology* ... 3.

⁵⁰ Paul Skandera and Peter Burleigh, *A Manual of English Phonetics and Phonology* ... 5.

based on the segmentation of language into individual speech sounds, (2) **supra-segmental phonology**, also called **prosody**, is concerned with those features not to be segmented because of extending over more than one segment, or sound.

D. Articulatory Phonetics

Discussion about phonetics is too broad. Therefore, in this study, it is just analyzed from the point of view of articulatory phonetics. It is intended to make this study simple. Articulatory phonetics expounds how speech organs in the vocal tract are used to produce speech sounds. It deals with the process of articulation, i.e. speech production.

The production of any sound involves the movement of air. Sounds are all produced by definite movements of the organ speech, namely the vocal tract. The vocal tract refers to the parts of the body that contribute to the production of vocal sounds: the lungs, larynx, oral cavity (mouth), lips, and nose.⁵¹

UIN SUNAN AMPEL
S U R A B A Y A

⁵¹ Victoria Fromkin, et.al., *An Introduction to Language* (International Edition: Wadsworth, Cengage Learning, 2011), 195.

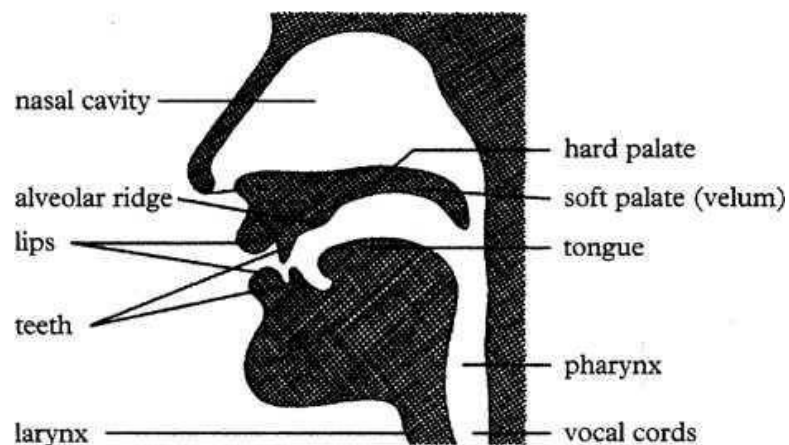


Figure 2.1: The vocal tract⁵²

As recognized, the sounds of all languages fall into two classes: vowels and consonants. There are twenty vowels – twelve single vowels (monophthongs) and eight diphthongs – and twenty-four consonants in English as in the table list below:

Table 2.1: list of English sounds/phonemes⁵³

Vowels		Diphthongs		Consonants			
i:	head	er	cake	p	pin	s	sue
ɪ	hit	ɔɪ	toy	b	bin	z	zoo
ʊ	book	aɪ	high	t	to	ʃ	she
u:	food	ɪə	beer	d	do	ʒ	measure
e	left	ʊə	fewer	k	cot	h	hello
ə	about	eə	where	g	got	m	more
ɜ:	shirt	əʊ	go	tʃ	church	n	no
ɔ:	call	aʊ	house	dʒ	judge	ŋ	sing
æ	hat			f	fan	l	live
ʌ	run			v	van	r	red
ɑ:	far			θ	think	j	yes
ɒ	dog			ð	the	w	wood

⁵² Adrian Underhill, *Sound Foundations Learning and Teaching Pronunciation*, (Macmillan: Macmillan Publishers, Ltd, 2005), 2.

⁵³ Gerald Kelly, *How to Teach Pronunciation...* 2

Sounds may be *voiced* or *unvoiced* (sometimes referred to as ‘voiceless’). Voiced sounds are produced when the vocal cords in the larynx are vibrated. To know it, we will feel the vibration when placing one or two fingers on our Adam’s. If not, it shows voiceless.⁵⁴ Consonant sounds may be voiced or voiceless, while vowel sounds are all voiced.

1. Consonant Sounds

Consonant sounds are made by restricting or blocking the air flow in some physical way, and this restriction, or the release of the restriction, is what gives the consonant its characteristic sound. According to the position of the vocal cords, the consonants can be divided into:⁵⁵

- a. Voiceless/unvoiced; it occurs when the vocal cords in the larynx are not vibrated. (p, t, k, f, s, ʃ, tʃ, θ, h)
- b. Voiced; it occurs when the vocal cords in the larynx are vibrated: the rest of the consonants

With regard to the manner of articulation – **how** each sound is produced within the vocal tract or the type of closure made by the vocal cord, the consonants can be divided into⁵⁶:

⁵⁴ Gerald Kelly, *How to Teach Pronunciation...* 2

⁵⁵ M.I. Indriani, *English Pronunciation – the English Speech Sounds Theory and Practice*, (Jakarta: Gramedia Pustaka Utama, 2005), 8.

⁵⁶ Davis Crystal, *A Dictionary of Linguistics and Phonetics*, (Australia: Blackwell Publishing, 2008), 293

- a. Complete closure: {(p, b, t, d, k, g) (tʃ, dʒ) (m, n, ŋ)}
- b. Partial closure: l
- c. Intermittent closure: r
- d. Narrowing: f, v, ʃ, ʒ, s, z, θ, ð, h
- e. Semivowel: w, j

With regard to the places or points of articulation – **where** each sound is produced, the consonants can be divided into:⁵⁷

- a. Labial: p, b, m, w
- b. Labiodentals: f, v
- c. Dental: θ, ð
- d. Alveolar: t, d, l, n, s, z
- e. Post-alveolar/ Uvular/retroflex: r
- f. Palatal: j
- g. Velar: k, g, ŋ
- h. Glottal: h

2. Vowel Sounds

Vowel sounds are different from consonants in two very important ways: they are produced by opening the vocal tract in order that there is no obstruction to the air flow escaping over the tongue. Likewise, they are different from consonants in their

⁵⁷ Davis Crystal, *A Dictionary of Linguistics and Phonetics*... 370

behavior. On one hand, consonants, either singly or in clusters, mark the beginnings and ends of syllables. On the other hand, vowels occur as the center or focal points of syllables, either between consonants or on their own.⁵⁸

The characteristic sound of a vowel depends on the shape and size of the resonant space in the mouth. This is determined by⁵⁹:

- a. the horizontal tongue position (front–center–back);
- b. the vertical tongue position (high–mid–low);
- c. the lip position (rounded–neutral–spread)

And there is a fourth characteristic of vowels which are not dependent on tongue or lip position:

- a. the typical length or duration of the vowel (long–short)

These are summarized in the following diagram

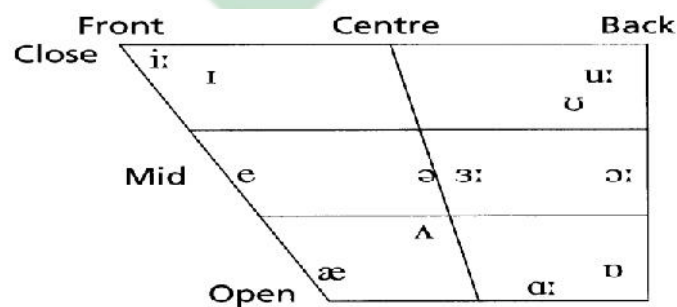


Figure 2.2: list of English sounds/phonemes

⁵⁸ Paul Skandera and Peter Burleigh, *A Manual of English Phonetics and Phonology* ... 25 and Balogne Berces Katalin and Szentgyorgyi Szilard, *The Pronunciation of English* ... 30

⁵⁹ Adrian Underhill, *Sound Foundations Learning and Teaching Pronunciation* ... 5

The figure is a representation of the vowel space in the center of the mouth where vowel sounds are articulated.⁶⁰

- a. 'Front', 'Centre', 'Back' and their corresponding 'vertical' lines refer to the part of the tongue.
- b. 'Close', 'Mid', 'Open'⁶¹ refer to the distance between the tongue and the roof of the mouth.
- c. The position of each phoneme represents the height of the tongue, and also the part of the tongue which is (however relatively) raised.

Because this study deals with ability to differentiate English vowel sounds, especially / ɪ / / i: / / e / and / æ /, further discussion is limited on the segmental features of English vowel sounds / ɪ / / i: / / e / and / æ / which are mispronounced.

E. The English Vowel Sounds Mispronounced

This discussion focuses on / ɪ / / i: / / e / and / æ / because the students of an English course of Islamic Boarding school Mambaus Sholihin often make mistakes in pronouncing them. This is reasonable because, in Indonesian phonetic, they recognize the phonetic symbol /ɪ/, but it exists in a letter *e*, thus the letter *e* is used to represent three different sounds, that is /ɪ/ as in a word *sate*, /ɜ/ as in *kelas* and /e/ as in a word *proses*. On the other hand, they

⁶⁰ Gerald Kelly, *How to Teach Pronunciation*... 5

⁶¹ Underhill uses terms (high – mid – low). in Adrian Underhill, *Sound Foundations Learning and Teaching Pronunciation* ... 8

do not recognize the English vowel /æ/.⁶² They can also speak vowel /i/ because that vowel exists in Indonesia phonetic but they never speak it long. Dale and Poms state that there is a big difference in English between how the words are spelled and how they are pronounced. English spelling patterns are inconsistent and are not always a reliable guide to pronunciation.⁶³ For example, in the following words, the letter *i* is used to represent seven different sounds.

<i>bit</i>	<i>bight</i>	<i>birth</i>	<i>bite</i>	<i>bier</i>	<i>diesel</i>	<i>die</i>
/ɪ/	/aɪ/	/ɜ:/	/aɪ/	/ɪə/	/i:/	/aɪ/

1. /i:/

This long vowel is pronounced by raising the tongue front behind and below the close front position (The ‘close’ position is where the tongue is closest to the roof of the mouth), and spreading the lips, making the tongue tense with the side rims of the tongue touching the upper molars.⁶⁴ This must be found on a word ending -y.⁶⁵ It is frequently found

⁶² Baso Andi-Pallawa, “A Comparative Analysis between English and Indonesian Phonological Systems”. *International Journal of English Language Education*. ISSN 2325-0887. Vol.1. No. 3, 2013, 20

⁶³ Paulette Dale and Lillian Poms, *English Pronunciation Made Simple*, (Longman: Pearson Education, Inc, 2005), 3.

⁶⁴ Gerald Kelly, *How to Teach Pronunciation* ... 31

⁶⁵ Oxford University Press, *Oxford Advanced Learner’s Dictionary ed. 8*, (London: Oxford University Press, 2010)

on a word with spelling: *ee*, *ea*, *e-e*. It is sometimes found a word with spelling *e*, *ie*, and *ei*.⁶⁶

Examples:

- a. *-y* : Billy, chilly, dilly, filly
- b. *ee* : eel, heel, see, flee, beech, fleech
- c. *ea* : heal, deal, sea, flea, each, beach, leaf, sheaf
- d. *e-e*: eke, peke, theme, seme
- e. *e* : be, me, we, she, he
- f. *ie* : lief, grief, niece, piece
- g. *ei*: Neil, deil
- h. *i* : suite, police

2. /ɪ/

This short vowel is made with a part of the tongue nearer to the center than to front raised just above the half-closed position (not as high as /i:/); the lips are loosely spread, and the tongue is more relaxed with the side rims just touching the upper molars.⁶⁷ This vowel is often found on a word with spelling: *i* except that it is followed by *r*. It is occasionally found on a word with spelling: *y* and *ui*. It can have various spellings in an unstressed syllable: *a* and *e* (words ending –s or –es after

⁶⁶ Mark Hancock, *English Pronunciation in Use*, (United Kingdom: Cambridge University Press, 2003), 20 and M.I. Indriani, *English Pronunciation – the English Speech Sounds Theory and Practice ...* 58.

⁶⁷ Gerald Kelly, *How to Teach Pronunciation ...* 31

sounds /-s/ /-z/ /tʃ/ / dʒ / / ʃ / and words ending -d or -ed after sounds /d/ /t/).⁶⁸

Examples:

- 1) *i* : if, biff, ill, hill, it, hit, itch, hitch
- 2) *y* : gym, hymn, lymph, nymph
- 3) *ui*: built, guilt, quilt
- 4) *a* : village, millage, pillage
- 5) *e* : hisses, misses, minces, princes, fizzes, frizzes, bitches, ditches, tinges, fringes, dishes, fishes, minded, winded, fitted, witted

3. / e /

This short vowel is produced by raising the front tongue between the half-open and half-closed position, spreading lips loosely and slightly wider apart than for /ɪ/, and making the tongue tenser than for /ɪ/ as well as making the side rims touch the upper molars. This vowel is frequently found in words with spelling *e* except that it is followed by *r*. On occasions, it is found with spelling *ea*. It is found very rarely on words with spelling *ie*, *a*, *ai*.

Examples:

- a. *e* : well, hell, bet, let,

⁶⁸ Mark Hancock, *English Pronunciation in Use* ... 30 and M.I. Indriani, *English Pronunciation – the English Speech Sounds Theory and Practice* ... 60.

- b. *ea* : dead, dread, head, breath, death,
- c. *ie* : friend
- d. *a* : any, many
- e. *ai* : said



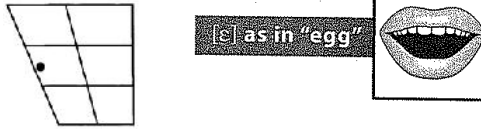
4. /æ/

To produce this vowel, the mouth is slightly more open than for /e/; the tongue front is raised to just below the half-open position, with the side rims making a very slight contact with the back upper molars; the lips are neutrally open. It is frequently found on words with spelling *an* except that there is an *r* after it. It is very rarely found in words with spelling *ai*.


Examples:

- 1) *a*: pal, gal, at, bat, ad, bad, back, lack
- 2) *ai*: plaid, plait

Table 5.1: description of some monophthongs ⁶⁹

Figure	Description
<p>/i:/</p>  <p>[i] as in "me"</p>	<p>The tongue front is raised behind and below the close front position; the lips are spread and the tongue is tense with the sides touching the upper molars.</p> <p>As in ... <i>b<u>e</u>, fl<u>ee</u>, s<u>ea</u>, d<u>ei</u>l, p<u>ie</u>ce, d<u>e</u>me</i></p>
<p>/ɪ/</p>  <p>[ɪ] as in "it"</p>	<p>The part of the tongue slightly nearer the center is raised to just above the half-closed position (not as high as /i:/); the lips are loosely spread, and the tongue is more relaxed with the sides just touching the upper molars.</p> <p>As in ... <i>f<u>ill</u>, n<u>ym</u>ph, b<u>ui</u>ld, w<u>ick</u>ed, v<u>ill</u>age</i></p>
<p>/e/</p>  <p>[e] as in "egg"</p>	<p>The tongue is between the half-open and half-close positions; lips are spread loosely. The tongue is tenser than for</p>

⁶⁹ Gerald Kelly ... 31 and Paulette Dale and Lillian Poms ... 4

		/ɪ/, and the sides may touch the upper molars.
		As in ... <i>set, dead, any</i>
		The tongue front is raised to just below the half-open position; lips are neutrally open.
		As in ... <i>sat, plait</i>

F. Language Games

Language games are a motivational way to teach English. Wright, Betteridge, and Buckby state that a game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. They put forward the advantages of games:⁷⁰

1. Games can help and encourage many learners to sustain their interest and work because language learning is hard work.
2. Games also help the teacher to create contexts in which the language is useful and meaningful and provide one way of helping the learners to *experience* language rather than merely *study* it.
3. Games provide the key features of 'drill' with the added opportunity to sense the working of language as living communication. Games involve

⁷⁰ Andrew Wright – David Betteridge, Michael Buckby, *Games for Language Learning*, (New York: Cambridge University Press, 2006), 2.

the emotions, and the meaning of the language is thus more vividly experienced.

Hancock states that pronunciation games not only provide students with opportunities for practicing the important features of pronunciation but also students would be stimulated by these challenging activities. Moreover, some games can also contribute to skill strengthening in academic subjects.⁷¹

Considering the benefit of games, it is used as a game Rhyming Word Dominoes in order that the students can develop their pronunciation ability.

G. Dominoes^[L1]

Dominoes are small rectangular tiles which are marked with a number of dots – known as *spots* or *pips* – on either of their two ends, which are divided by central line – known as the *bar*, *divider*, or *center*.⁷² The history of dominoes is as Tidwell said,

“Dominoes are small tiles traditionally carved from ivory or bone with small, round pips of inset ebony. These tiles may be used to play many different games. Our name for these may derive from this black on white look. ‘Domino’ is the French word for a Christian priest’s winter hood which was black on the outside and white on inside...”⁷³

In conventional dominoes, two pieces can be joined if the numbers match. This game is played by two to four people and if four are playing,

⁷¹ Mark Hancock, *Pronunciation Games*, (New York: Cambridge University Press, 2008), 1.

⁷² --, “Dominoes”, (<http://www.domino-play.com/index.htm>, accessed on Dec 11, 2015)

⁷³ Ken Tidwell, “Dominoes”, (<http://www.gamecabinet.com/rules/DominoIntro.html>, accessed on Dec 11, 2015).

each person can play individually or it can be grouped into two teams.⁷⁴ The basis of most domino games is to lay down a domino next to another domino so that the numbers (or blanks) on contiguous dominoes match each other.

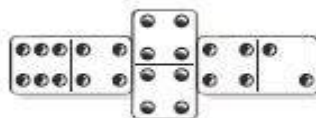
The first domino played is called the "set". It could be anything, but here is an example



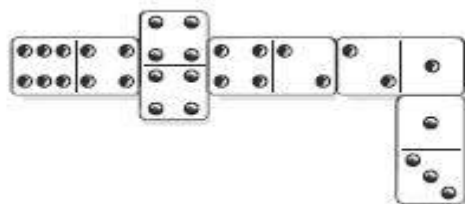
Singles dominoes are placed on the table making a line of play.



Double dominoes are played across the line of play

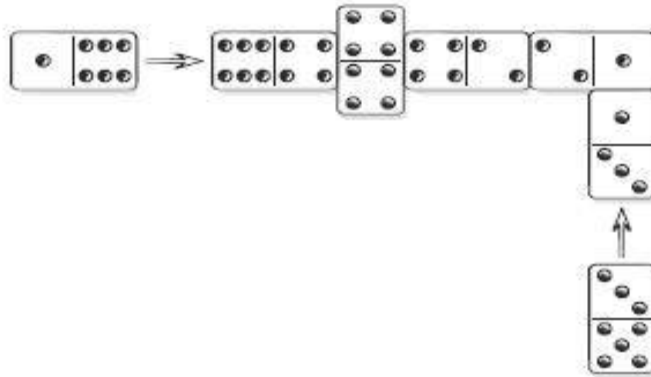


Although it is normally played in a line, if it runs out of table space, a domino can be played at a 90-degree angle to give more room.



⁷⁴ --, "Domino Rules", (<http://www.alexcramer.com/howtoplay.php>, accessed on Dec 11, 2015)

And then further play continues in a linear fashion from either end.



Therefore, this game is chosen because a player should put the same card containing a word which rhymes while reading aloud.

H. Rhyming Words^[L2]

As stated by Iona and Opie, previously the rhymes had been known as ‘songs’ or ‘ditties’, and in the eighteenth century usually as ‘Tommy Thumb’s’ songs, or ‘Mother Goose’s’, the title retained in America.⁷⁵ According to Vaughar, words are referred to rhyme if having the same vowel sound in the main stressed syllable, e.g. *sea* and *tree* and followed by the same consonant sound, e.g. *meet* and *meat* as well as *mete*.⁷⁶ Although the spelling is different, the pronunciation is the same. The last sounds of the former are pronounced / i: /, and those of the later are pronounced / i:t /. It is added by Nixon and Tomlinson stating that words spelled the same do not

⁷⁵ Iona and Peter Opie, *the Oxford Dictionary of Nursery Rhymes*, (Oxford: Oxford University Press, 1997), 1.

⁷⁶ Michael Vaughar, *Test Your Pronunciation*, (England: Pearson Education Limited, 2002), 26.

always sound the same, e.g. *go* and *do*.⁷⁷ According to Espy, Wood, Webster, and Wright, rhymes are they are terminal sounds, which begin with an accented vowel, preceded by different consonantal sounds, or by a consonant in one case and none in the other.⁷⁸ Wood adds Rhyme is exclusively a matter of sound: what the scientists call phonetics.

Rhyming words used in these dominoes are one or two-syllable rhyming sounds, for example, the word 'niece'; the rhyming sound of it is 'iece' \i:s\, so the rhyming words of 'niece' can be cease, crease, fleece, grease, lease, peace, or piece. Rhyming words help students remember words more easily and help them succeed in reading by using the following rhyming families.

I. Rhyming Word Dominoes

Rhyming Word Dominoes (RWD) include a technique used in the audio-lingual method (ALM). RWD is a technique because as noted by Brown, RWD is an activity used in the classroom that is consistent with a method ALM.⁷⁹ It is said including ALM because some characteristics of (RWD) are similar to ALM, e.g. structures of the spelling sequenced by means of contrastive analysis and taught by using repetitive drills, great importance

⁷⁷ Caroline Nixon and Michael Tomlinson, *primary Pronunciation Box*, (Cambridge: Cambridge university Press, 2005), 32.

⁷⁸ Willard R. Espy, *Words to Rhyme with*, 3/Ed, (New York: Facts On File, Inc, 2006), 41, Clement Wood – Ronald J. Bogus, (Eds.), *the Complete Rhyming Dictionary*, (New York: Dell Publishing, 1992), 112, Merriam-Webster, *Merriam-Webster's Rhyming Dictionary*, (Springfield, MA: Merriam-Webster, Inc, 2002), v, and Andrew Wright – David Betteridge, Michael Buckby, *Games for Language Learning ...* 417.

⁷⁹ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, 2/E ... 14

attached to pronunciation, visual aids used, and very little use of the mother tongue by teachers.⁸⁰

In Rhyming Word Dominoes (RWD), they can be joined in the words rhyme. A word will be written on the one side of a card, on the other one side of another card, a rhyming word of it will be written. For example, on the one side of the card, it is written *niece*. It will be written *piece* or *peace* on the other one side of another card. Thus, in this game, rhyming words are repeated. It will gain an awareness of the connection between letters and the sounds they represent.⁸¹

Each card consists of two words written on each side. While being read aloud, this game was played alternately by putting them on the floor because the players sat on it and in order that there was enough room to set the cards.

The play rules:

1. Mix a stack of RWDs.
2. Give out two RWDs to each player.
3. Each player places the dominoes on their side with the back facing the other players so they cannot see which dominoes their opponents are holding.
4. Put the other RWD upside down on the floor.
5. A player having the suitable card for the first RWD on the floor has to lay down it next to the first RWD.
6. Each player, in turn, lays down a single RWD. Double RWD is played across the line of play.

⁸⁰ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, 2/E ... 23

⁸¹ Money Magazine and Kumon Publishing, *My Book of Rhyming Words*, (New Jersey: Kumon Publishing North America, Inc., 2004), 5.

7. Play proceeds clockwise around the players.

The RWD set can be seen in appendix 1.

J. Review of Previous Studies

Syafi'i states that it is important for relevant research to view some previous researches conducted by other researchers in which they are relevant to our research itself.⁸² So, here are some previous studies which are related to this study:

- 1.
2. Riswanto and Haryanto's research entitled Improving Students' Pronunciation through Communicative Drilling Technique at Senior High School (SMA) 07 South Bengkulu, Indonesia.

Students' pronunciation can improve by using some ways – drilling technique as Riswanto and Haryanto's research⁸³, reading aloud technique as researched by Mantali⁸⁴ and Hidayat⁸⁵, reading aloud and dialogue as

⁸² M. Syafi'i. S., *From Paragraph to a Research Report: A Writing of English for Academic Purposes*, (Lembaga Bimbingan Belajar Syaf Intensive/ LBSI, Pekanbaru, 2007), 122.

⁸³ Riswanto – Endang Haryanto, "Improving Students' Pronunciation through Communicative Drilling Technique at Senior High School (SMA) 07 South Bengkulu, Indonesia", *International Journal of Humanities and Social Science* Vol. 2 No. 21; November 2012, 1.

⁸⁴ Sri Melda A. Mantali, The Application of Reading Aloud Technique to Increase Students' Pronunciation (An Experimental Research Conducted at the Grades of SMP Negeri 1 Batudaa), *Journal of English Department of letters and culture faculty of UNG (State University of Gorontalo)*, 1.

⁸⁵ Sri Melda A. Mantali, The Application of Reading Aloud Technique to Increase Students' Pronunciation (An Experimental Research Conducted at the Grades of SMP Negeri 1 Batudaa), *Journal of English Department of letters and culture faculty of UNG (State University of Gorontalo)*, 1, and M. Aris Hidayat, Thesis: "Improving Pronunciation through Reading Aloud at

Kurniawan's study⁸⁶, games as Tewari et.al.⁸⁷, reading aloud dominoes as Romwapee's research⁸⁸, and music activities (singing, speech and body percussion as well as instrumental performance as researched by Chen⁸⁹. In addition, rhyme can also be used as stated by Brown.⁹⁰ Even, the short story "Jaka Tarub" can be used to teach English vowel sounds as researched by Noviana.⁹¹

Besides, it can make children enjoyed and motivated to try to find rhymes and win the game, especially when played one by one as Hoogenboom's research. Also, the teacher and a speech therapist were enthusiastic about the game.⁹²

Dominoes can not only improve students' pronunciation but also help develop psychological capacities involved in the acquisition and the enhancement of oral and written language. Dominoes are fun for children to

8th Grade of SMP Kyai Hasyim Surabaya", (Surabaya: State Islamic University Sunan Ampel, 2014), vi.

⁸⁶ Eko Bayu Kurniawan, Teaching Pronunciation of Students Moslem Boarding School, *Jurnal Penelitian, Pendidikan dan Pembelajaran (JP3)* Vol. 1, No. 1, Pebruari 2013, ISSN 2337-6384, 1.

⁸⁷ Anuj Tewari, et.al., "SPRING: Speech and Pronunciation ImprovemeNt through Games, for Hispanic children", (<http://www.cs.berkeley.edu/~anuj/Publications/ICTD-final.pdf>, accessed on Jan 6, 2015)

⁸⁸ Wiriyarat Romwapee, "Junior High School Students' English Pronunciation Development through Reading-aloud Dominoes", retrieved August 10, 2013, from http://www.huso.kku.ac.th/thai/HSGS/SGR/SGR_01_P1_02.pdf

⁸⁹ Jian-Jun Chen, Dissertation: "The Effects of Music Activities on English Pronunciation and Vocabulary Retention of Fourth-Grade ESOL (english for Speakers of Other Languages) Students in Taiwan, (Florida: University of Florida, 2011), 12.

⁹⁰ Joy L. M. Brown, "Rhymes, Stories and Songs in the ESL Classroom", *The Internet TESL Journal*, Vol. XII, No. 4, April 2006

⁹¹ Risqa Noviana, Thesis: "The Use of Short Story "Jaka Tarub" in Teaching pronunciation of English Vowel Sounds, (Semarang: semarang State University, 2009), v.

⁹² Digna Hoogenboom, Thesis: "The design of an educational game to support the development of rhyming in children with a cochlear implant" (Enschede: University of Twente, 2010), 3.

learn the match between letters, words, numbers, or new vocabulary.⁹³

Domino – a traditional game having been played for many years with many versions can be used to teach math for children funnily.⁹⁴



⁹³ Manuela da Silva Correia, “The role of traditional/online educational games on the language teaching-learning process: a cognitive-constructive psycholinguistic perspective”, retrieved Jan 6, 2015, from <http://www.eten-online.org/uploads/ETEN17proceedings-1350604958.pdf>

⁹⁴ Richard J Walklate, Thesis: “*Applying Suitable Artificial Intelligence Techniques to a Game of Dominoes*,” (Bath: the University of Bath, 2007), 11.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research is a study that is conducted by a researcher through careful observation to find a solution to some problems or to gain insight into issue which is not understood.⁹⁵ Ary also states that there are two kinds of research: qualitative and quantitative research.⁹⁶ **Qualitative research** focuses on understanding social phenomena from the perspective of the human participants in natural settings. It does not begin with formal hypotheses. It has a purpose to examine a phenomenon as it is, in rich detail. On the other hand, **Quantitative research** uses objective measurement to get numeric data which are used to answer questions or test predetermined hypotheses. This research aims to study relationship, cause and effect.

It is appropriate that this study uses quantitative research with the kind of experimental research because this study is to find out the effect of Rhyming Word Dominoes on the students' ability to differentiate English vowel sounds. It means that this study finds out the effect of the manipulated variable called the **experimental treatment** or the **independent variable**: Rhyming Word Dominoes on the observed and measured variable called the **dependent variable**: the students' ability to differentiate English vowel sounds. This is assented by Ary.⁹⁷

⁹⁵ Donald Ary, et.al., *Introduction to Research in Education* (Belmont: Wadsworth, 2006), 19.

⁹⁶ Donald Ary, et.al., *Introduction to Research in Education* ... 22.

⁹⁷ Donald Ary, et.al., *Introduction to Research in Education* ... 26.

Then, the experimental design which was used is **true experimental designs with randomized subjects, pretest-posttest control group design.**

In this design, the subjects were randomly assigned to the experimental and control groups. Then, a pretest was administered on the dependent variable: English vowel sounds / ɪ / / i: / / e / and / æ /.

The treatment was introduced only to the experimental subjects, after which the two groups were measured on the dependent variable. Then, the two groups' scores on the posttest were compared. If there were no differences between the groups on the posttest, the average change between pretest and posttest scores for each group was looked at to determine whether the treatment produced a greater change (gain) than the control situation. The significance of the difference in the average pretest-posttest change for the two groups was determined by a paired *t*-test.⁹⁸ The following is the symbolic representation of the design:

Randomized Subjects, Pretest-Posttest Control Group Design

	Group	Pretest	Independent Variable	Posttest
(R)	E	Y ₁	X	Y ₂
(R)	C	Y ₁	—	Y ₂

R = Randomly Selected

E = Experimental Group

⁹⁸ Donald Ary, et.al., *Introduction to Research in Education* ... 307.

C = Control Group

Y = Dependent Variable

X = Independent Variable

The type of experimental group chosen was true experimental design. This is the most highly recommended design for experimentation in education because of randomly-assigned subjects to groups.⁹⁹ Notwithstanding, Farooq as quoted by Hussain said there was still the possibility of the influence of the effect of testing and the interaction with the experimental variable. However, in order to eliminate them, a posttest parallel to the pretest was used to measure the achievement. The pretest was used only to equate the control and experimental groups.¹⁰⁰

B. Population and Sample

1. Population

It was argued by Ary that a population was all members to which results could be generalized. In this case, the population of this study was the new students of Senior High School (SHS) and Institut Keislaman Abdullah Faqih (INKAFA) in the academic year of 2015/2016. The number of them was 210 students. (See appendix 2) The population of the study is distributed as follow:

⁹⁹ Donald Ary, et.al., *Introduction to Research in Education* ...307.

¹⁰⁰ Ishtiaq Hussain, Thesis: *"An Experimental Study of Teaching English through Direct and Traditional Methods at Secondary Level"* (Rawalpindi: University of Arid Agriculture, 2005), 141.

Table 3.1: List of Population

Class	Total
New SHS students	177
New INKAFA students	33
Total	210

2. Sample

A sample is a small group who is observed and from whom data was collected.¹⁰¹ There are two samples (See appendix 3), i.e. experimental group (See appendix 4) and control group (See appendix 5). Each group consists of 34 new students taken from both SHS and INKAFA.

3. Sampling

The kind of sampling used in this study was probability sampling in which every member of the population had a probability of being chosen in the sample. The probability sampling procedures used in this study was the combination of simple random sampling and proportional stratified sampling. Simple random sampling was used for each member of the population to have an equal and independent chance of being included in the random sample.¹⁰² Proportional stratified sampling was used too because the population consisted of two levels, i.e. SHS and

¹⁰¹ Donald Ary, et.al., *Introduction to Research in Education* ...148 and James H. Micmillan and Sally Schumacher, *Research in Education Evidence-Based Inquiry*, 7/E (Boston : Pearson Education Inc., 2009), 129.

¹⁰² Donald Ary, et.al., *Introduction to Research in Education* ...150

INKAFA in which the sample was selected in proportion to the size of the stratum in the population.¹⁰³

One of the ways to obtain the size of the sample is Slovin's formula. This formula was used to determine the size of the sample with the population's number was known, i.e. 210 students. The error tolerance used was 10 % because the number of the population was less than 1000. Slovin's Formula:

$$n = \frac{N}{1 + Ne^2}$$

Where n = required sample size

N = total population

e = error tolerance

Based on Slovin's formula, the sample size of this study is

$$\begin{aligned} n &= \frac{N}{1 + Ne^2} \\ &= \frac{210}{1 + 210 (0, 1)^2} \\ &= \frac{210}{3.1} \end{aligned}$$

¹⁰³ Donald Ary, et.al., *Introduction to Research in Education* ...153

$$= 67, 74 \text{ rounded up to } 68 \text{ students}$$

Thus, the sample total of this study is 68 students which are further divided into two levels based on the stratum in order to get the equal proportion in each. The number of the samples of each stratum could be calculated by the formula¹⁰⁴:

$$n_1 = \frac{n}{N} \times N_1$$

$$n_2 = \frac{n}{N} \times N_2$$

Where n_1 = Sample size from SHS

n_2 = Sample size from INKAFA

N_1 = Population in SHS

N_2 = Population in INKAFA

n = sample Total

N = Population Total

Thus, the sample size of each is:

$$n_1 = \frac{n}{N} \times N_1$$

$$= \frac{68}{210} \times 177$$

$$= 57, 3 \text{ rounded up to } 57 \text{ students}$$

¹⁰⁴ V. Varalaksmi, et.al, *Statistics Higher Secondary – First Year*, (Chennai: Tamilnadu Textbook Corporation, 2005), 20.

$$\begin{aligned}
 n_2 &= \frac{n}{N} \times N_2 \\
 &= \frac{68}{210} \times 33 \\
 &= 10,7 \text{ rounded up to } 11 \text{ students}
 \end{aligned}$$

Thus, the sample size is 57 from SHS and 11 from INKAFA.

Table 3.2: List of the sample based on
Proportional Stratified Sampling

Class	Population	Proportional 10%
New SHS students	177	57
New INKAFA students	33	11
Total	210	68

Simple random sampling technique to be used is accessing web-based random number generators, i.e. Research Randomizer (www.randomizer.org). The result of it can be seen in appendix 2 and 3.

C. Research Instrument

As noted by Creswell, an instrument on which data are collected is a tool to measure, observe or document quantitative data, and the instrument may be a test, questionnaire, tally sheet, log observational checklist, inventory, or

assessment instrument.¹⁰⁵ He pointed out that the instrument is used to measure achievement, assess individual ability, observe behavior, develop a psychological profile of an individual, or interview a person. In this study due to the independent variable of this study; i.e. the effect of Rhyming Word Dominoes, a test was used to measure students' ability on pronunciation. It is appropriate as Brown stated that a test is a method of measuring a person's ability or knowledge in a given domain.¹⁰⁶ In Brown's view, there are many kinds of tests; i.e. proficiency tests, diagnostic tests, placement tests, achievement tests, and aptitude tests.¹⁰⁷ The test to be used is an achievement test on account of particular material¹⁰⁸; individual English vowel sounds.

The achievement test was held twice; pre-test and post-test (See Appendix 6). Both were made by the researcher to match more closely the content in the research study.¹⁰⁹ The words in the tests were selected from Merriam-Webster's Rhyming Dictionary. The test was divided into four groups; each group consisted of 5 pairs of rhyming words. The tests included four sets of rhyming wordlists. One set included rhyming words consisting of sound /ɪ/, e.g., wince and quince. Another set included rhyming words consisting of sound /i:/, for example, flee and flea. Another included rhyming words consisting of sound /e/, such as guess and fess. The other

¹⁰⁵ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4/E (Boston: Pearson Education Inc., 2012), 151.

¹⁰⁶ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, 2/E ... 384

¹⁰⁷ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, 2/E ... 390 – 391

¹⁰⁸ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, 2/E ... 391

¹⁰⁹ Donald Ary, et.al., *Introduction to Research in Education* ... 203

included rhyming words consisting of sound /æ/, for instance, dance and manse. Thus, there were forty words tested.

Both pre-test and post-test were in the form of the oral test due to measuring the students' production of vowel sounds / ɪ / /i: / / e / and / æ /. The appropriate technique of oral test to this was reading aloud although this was discouraged but justified.¹¹⁰ Thus, the students were required to read the tests aloud and it was recorded by the researcher.

1. Pre-test

Pre test is a test which is handed over before the treatment. The pre-test was given to both the control group and experimental group before running the treatment in order to know the students' previous ability to differentiate the English vowel sounds / ɪ / /i: / / e / and / æ /.

2. Post-test

Post-test was given to the students on both groups too after the experimental group got the treatment. The purpose was to find out whether or not Rhyming Word Dominoes could affect the students' ability to differentiate the English vowel sounds / ɪ / /i: / / e / and / æ /.

Posttest which was given was the same as pretest in order to know how success the treatment was.

¹¹⁰ Arthur Hughes, *Testing for Language Teachers*, (Cambridge: Cambridge University Press, 2003) 121.

D. Data Collection Technique

Data collection technique is a technique which is used to collect data. In this study, administering test is used. The steps to collect the data are:

1. Making the instrument and the rubric

Making the instrument and the rubric was on Jan 19th, 2016. The instrument used was an oral test. The test was in the form of 20 pairs of rhyming words which each student of the experimental and the control groups had to read aloud. Here were some pairs of rhyming words which were used to test the students' pronunciation ability: wince and quince, heed and he'd, west and quest, as well as dance and manse.

The *rating scale* (also called *rubric*) used in this study was proposed by Hughes and Stevens¹¹¹, but only pronunciation criteria were used since this study only focuses on pronunciation. This was a 5-level rating scale. The following is the rating scale which was modified by them because it was adjusted to this test:

Score	Criteria
0 – 20	Hardly ever pronouncing vowels appropriately
21 – 40	Seldom pronouncing vowels appropriately
41 – 60	Generally pronouncing vowels appropriately
61 – 80	Often pronouncing vowels appropriately
81 - 100	Almost always pronouncing vowels appropriately

¹¹¹ Arthur Hughes, *Testing for Language Teachers...* 131 and Jean C. Stevens, at.al, *Language Other Than English Check Point C Resource Guide*, (New York: The University of the State of New York, 2003), 104.

The calculation was that there were four vowel categories; i.e. /ɪ/ /i:/ /e/ as well as /æ/ and every vowel category had 10 words which were scored 1 if it was pronounced correctly. Thus, each vowel category's score if pronounced correctly was 10 and the number of tentative scores was 40. To get the total score, it used the following formula: (See Appendix 8)

$$\text{Score} = \frac{\text{The number of tentative score} \times 100}{\text{The number of words tested}}$$

2. **Obtaining the instrument validation**

Obtaining the validation of the instrument was done on 21st, 2016. It was validated by an expert in phonology. (See Appendix 7)

3. **Carrying out pretest**

The pretest was run on Jan 25th, 2016 to both the experimental group and the control group. There were 68 students. Each student had to read the test aloud while being recorded to make administering easy.

4. **Carrying out treatment**

After carrying out the pretest, the treatment was conducted. It was only on the experimental group. There are four treatments each of which needs 30 minutes. It was held twice – on two days. The first day was on Jan 26th, 2016. It meant that the researcher conducted two treatments with media RWD set consisting 25 flash cards of vowel sounds / ɪ / and /i: /. and the following day was on Jan 27th, 2016. It meant that the other

two treatments were conducted with media RWD set consisting 25 flash cards of vowel sounds / e / and / æ /. Each flash card consists of two words written on each side.

In the treatment phase, the researcher showed the media – RWD set – told them the rules of the game, then. The play rules:

1. Mix a stack of RWDs.
2. Give out two RWDs to each player.
3. Each player places the dominoes on their side with the back facing the other players so they cannot see which dominoes their opponents are holding.
4. Put the other RWD upside down on the floor.
5. A player having the suitable card for the first RWD on the floor has to lay down it next to the first RWD.
6. Each player, in turn, lays down a single RWD. Double RWD is played across the line of play.
7. Play proceeds clockwise around the players.

While being read aloud, this game was played alternately by putting them on the floor because the players sat on it and in order that there was enough room to set the cards. The RWD set can be seen in appendix 1.

The process of the treatment can be seen in appendix 11.

5. Carrying out posttest

Post test was given for the students to know the effect of the treatment on the students' pronunciation ability. The posttest was also run to both the experimental group and the control group. It was on Jan

29th, 2016. There were 68 students too. The process was the same as the pretest.

Thus, the control group only had the test. It was pre test as well as post test. And the experimental group also had the tests – pre test and post test. Besides, the latter group had the treatment.

6. Administering the data

Administering the data was done from Jan 30th to Feb 1st, 2016. On this step, the researcher analyzes the data by using t-test to calculate the research result and to test the hypotheses.

In order to collect the data, the researcher was assisted by an English tutor. Something to do on the ongoing test was recording examinees' sounds. The administrator of the data was the researcher herself.

E. Data Analysis Technique

To answer the research question, data were gathered from pretest and posttest carried out to experimental and control groups. Then, the data was analyzed. The difference in pre-posttest score was calculated by using the statistical procedure of SPSS statistics 23. It used a dependent *t*-test or also known as paired *t*-test to calculate students' score of pretest and posttest to find out whether or not Rhyming Word Dominoes are effective to improve students' ability to differentiate English vowel sounds.

The paired *t*-test is used a statistical technique which is used to find out the difference between the mean of experimental group taught by Rhyming

Word Dominoes and of control group taught by a conventional method. The measure to be analyzed by this paired t -test is the mean difference between the paired scores; i.e. pre- and posttest scores of the same individuals.¹¹² Here are the steps of a paired t -test:

1. Setting up Hypothesis

There are two hypotheses. The former is the null hypothesis (H_0), assuming that the mean of two paired scores – pretest and posttest – are equal or there is no significant difference. The later is an alternative hypothesis, assuming that the mean of two paired scores – pretest and posttest – are not equal or there is a significant difference.

2. Selecting the level of significance

After setting up the hypotheses, it was chosen the level of significance. In most cases, the significance level is 5% or 1%

3. Calculating the parameter

To calculate the parameter, it was used the following formula of a paired t -test:¹¹³

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

¹¹² Donald Ary, et.al., *Introduction to Research in Education* ... 176.

¹¹³ Donald Ary, et.al., *Introduction to Research in Education* ... 177.

where

t = t ratio
 \bar{D} = average difference
 ΣD^2 = different scores squared, then summed
 $(\Sigma D)^2$ = difference scores summed then squared
 N = number of pairs

4. Testing of hypothesis

After calculating the parameter, it was compared to the calculated value. If the calculation value is greater than the table value, it is rejected the null hypothesis for the paired t -test. If the calculated value is less than the table value, it is accepted the null hypothesis and said that there is no significant mean difference between two paired scores.

UIN SUNAN AMPEL
S U R A B A Y A

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter covers the research findings and discussion of the study. In findings part, the researcher describes the result of the analysis. And in discussion part, the researcher discusses the result of the data analysis regarding with what the effect of Rhyming Word Dominoes (RWD) on the ability to differentiate English vowel sounds of the students is.

A. Research Findings

The data which had been successfully obtained and analyzed drove this study to find a result dealing with Rhyming Word Dominoes which were used by the English course students of Mambaus Sholihin. This study was done from November 2015 to February 2016. Then the result is reported and calculated by statistics.

Before calculating the effect of Rhyming Word Dominoes, it would be shown the result of pretest and posttest. The pretest was used to find out students' knowledge and scores of their ability to differentiate English vowel sounds before treatment and posttest was used to measure to what extend Rhyming Word Dominoes can improve their ability to differentiate English vowel sounds. The students' scores of pre-posttest are below:

Table 4.1 The Score of Experimental Group of New Students of SHS			
No	Experimental	Score	
	Code	Pretest	Posttest
1	E-1	35	60
2	E-2	42,5	87,5
3	E-3	30	42,5
4	E-4	40	45
5	E-5	65	67
6	E-6	42,5	50
7	E-7	47,5	55
8	E-8	40	52,5
9	E-9	44	60
10	E-10	55	87,5
11	E-11	60	57,5
12	E-12	60	65
13	E-13	47	52,5
14	E-14	43	59
15	E-15	52	87,5
16	E-16	52,5	57,5
17	E-17	40	42,5
18	E-18	60	82,5
19	E-19	57,5	52,5
20	E-20	17,5	37,5
21	E-21	37,5	46
22	E-22	40	60
23	E-23	42,5	67,5
24	E-24	55	100
25	E-25	35	62,5
26	E-26	47,5	52,5
27	E-27	32,5	47,5
28	E-28	32,5	37,5

Table 4.2 The Score of Control Group of New Students of SHS			
No	Control Code	Score	
		Pretest	Posttest
1	C-1	57,5	50
2	C-2	40	35
3	C-3	60	32,5
4	C-4	50	40
5	C-5	37,5	35
6	C-6	55	42,5
7	C-7	47,5	62,5
8	C-8	50	40
9	C-9	49	50
10	C-10	40	32,5
11	C-11	55	80
12	C-12	32,5	25
13	C-13	75	65
14	C-14	57,5	45
15	C-15	50	75
16	C-16	60	60
17	C-17	57,5	37,5
18	C-18	40	40
19	C-19	57,5	45
20	C-20	37,5	77,5
21	C-21	52,5	57
22	C-22	50	50
23	C-23	45	50
24	C-24	45	46
25	C-25	17,5	35
26	C-26	50	51
27	C-27	42,5	42,5
28	C-28	67,5	72,5
29	C-29	65	70

**Table 4.3 The Score of
Experimental Group of
New Students of INKAFA**

No	Experimental Code	Score	
		Pretest	Posttest
1	E-29	37,5	47,5
2	E-30	47,5	67,5
3	E-31	52,5	50
4	E-32	32,5	45
5	E-33	30	40
6	E-34	55	87,5

**Table 4.4 The Score of
Control Group of
New Students of INKAFA**

No	Control Code	Score	
		Pretest	Posttest
1	C-30	35	50
2	C-31	62,5	50
3	C-32	40	40
4	C-33	50	77,5
5	C-34	40	50

UIN SUNAN AMPEL
S U R A B A Y A

The data having been obtained were tested by the normality test. The normality test is used to know the normality of the data to be analyzed; i.e. whether or not the data have a normal distribution. To find out the distribution data, there are some techniques; i.e. normal opportunity paper, Liliefors test, Kolmogorov-Smirnov and chi-squares. This study used the chi-squares test to test the data normality. It is used because it compares observed frequencies and expected frequencies. Observed frequencies are the actual frequencies obtained by observation. Expected frequencies are theoretical frequencies that would be observed when the null hypothesis is true. Here is the result:

Table 4.5 Test of Normality

	Pretest of the experimental group	Posttest of the experimental group	Pretest of the control group	Posttest of the control group
Chi-Square	8,000 ^a	9,588 ^b	21,059 ^c	22,118 ^c
df	16	18	17	17
Asymp. Sig.	,949	,945	,224	,180

- a. 17 cells (100,0%) have expected frequencies less than 5. The minimum expected cell frequency is 2,0.
- b. 19 cells (100,0%) have expected frequencies less than 5. The minimum expected cell frequency is 1,8.
- c. 18 cells (100,0%) have expected frequencies less than 5. The minimum expected cell frequency is 1,9.

Data Normality Tests:

Hypothesis test:

Ho: data has a normal distribution

Ha: data does not have a normal distribution

Statistics test:

Alpha 5% = 0.05

Decision:

Asymp.sig pretest of experimental group = 0,949 > 0.05

Asymp.sig posttest of experimental group = 0,945 > 0.05

Asymp.sig pretest of control group = 0,224 > 0.05

Asymp.sig posttest of control group = 0,180 > 0.05

From the table 4.1, it can be known that there are differences of normality test between pretest and posttest in the part of statistics and significance. It is known that all the significance are higher than 0.05, thus Ho is accepted and it can be concluded that the data have a normal distribution.

The following is the table of descriptive statistics of the data.

Table 4.6 Descriptive Statistics

	N	Min.	Max.	Mean	Std. Deviation	Variance
Pretest of experimental group	34	17,50	65,00	44,3676	10,74942	115,550
posttest of experimental group	34	37,50	100,00	59,1765	16,28156	265,089
Pretest of control group	34	17,50	75,00	49,1618	11,39293	129,799
Posttest of control group	34	25,00	80,00	50,3088	14,69695	216,000
Valid N (listwise)	34					

After known that the data have a normal distribution, the next step is testing paired *t*-test. The samples in this study were categorized as paired samples statistics. There was only one sample; i.e. the new students of an English course which correlated with each other. Here is the calculation.

Table 4.7 Paired Samples Test

		Paired Differences					t	df	Sig. (2- tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest of experimental Posttest of experimental	- 14,80882	12,87764	2,20850	-19,30204	-10,31560	-6,705	33	,000

Hypotheses:

Ho: pretest and posttest of experimental are equal or significantly indifferent

Ha: pretest and posttest of experimental are significantly different

Significance:

Sig = 0.05

Critical area:

Based on significance value:

If sig. value > 0.05, accept Ho

If sig. value < 0.05, reject Ho

Asymp.sig posttest of experimental = 0.00 < 0.05, thus Ho is rejected and Ha is accepted.

It can be concluded that after treatment, the result of posttest is different. In other words, the result of posttest is better after getting treatment.

Here is the table of paired samples test of the control group.

Table 4.7 Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest of control								
	Posttest of control	-1,14706	14,35087	2,46115	-6,15431	3,86020	-,466	33	,644

Hypotheses:

Ho: pretest and posttest of control are equal or significantly indifferent

Ha: pretest and posttest of control are significantly different

Significance:

Sig = 0.05

Critical area:

Based on significance value:

If sig. value > 0.05 , accept Ho

If sig. value < 0.05 , reject Ho

Asymp.sig posttest of control = $0,644 > 0.05$, thus Ho is accepted.

It can be concluded that there is no significant difference between the result of pretest and posttest.

B. Discussion

Pronunciation is a prominent competency of the English language; such that lack of this skill will disrupt verbal communication process. Considering the pronunciation errors found among high school and college students, a little attention has been paid to figure out the teaching strategy to improve their ability. This study proposed the Rhyming Word Dominoes (RWD) teaching technique to better facilitate students in differentiating English vowel sounds and finally in pronouncing words correctly.

The teaching experiment was conducted by contrasting the traditional method (control group) and the RWD technique (treated group) on 34 new

female students on Senior High School (SHS) and Institut Keislaman Abdullah Faqih (INKAFA). The assessment of the pronunciation test between the two groups as well as the comparison of test result prior and after the treatment revealed the evidence of RWD effectiveness in improving students' pronunciation competence.

There was an improved mean score among treated group students from 44.37 on pretest to 59.18 on posttest. As much as 14.81 score difference between pretest and posttest is statistically significant on 95% degree of confidence ($\alpha=5\%$) through paired t-test. The paired t-test was performed after the normal distribution assumption has satisfied under chi-squared test. Meanwhile, the mean score of controlled groups was statistically not difference between pretest and posttest, i.e., 1.15. The double difference calculation resulted in 13.66 score higher in the treatment group.

There were, at least, two reasonable explanations for this positive finding. Firstly, through RWD method students grasped the idea that vowel sounds across the spelling variations were following certain patterns. For instance, vowel sound / ɪ / is corresponded to three different spellings. They are *i*: *dig* which rhymes with word *big*, *ui*: *quit* rhymes with *bit*, and rhyme for *y*: *lynch* is *winch*. Another example is vowel sound /i:/ . It is pronounced following spelling *e*: *be*, *ea*: *Lea*, *ee*: *Lee*, *e-e*: *mete*, and *ie*: *lief*. A lot of words that rhyme are written similar at the end like the first example. Some words, however, rhyme although the spelling is different, as shown in the

second example.¹¹⁴ Particularly to the latter case, by figuring out the vowel-spelling patterns, it became easier for students to pronounce any words correctly.

The importance of rhyming in pronunciation lesson is also shown in some studies. Kumon suggests that by rhyming words repeated students will gain an awareness of the connection between letters and the sounds they represent.¹¹⁵ In addition, Brown states that rhyme can help a student compare how the words may not look the same but are still homophonic.¹¹⁶ It was proven that before doing treatment the students could not well pronounce *wittol*. They read /witol/ as spelling, but after the treatment, they could accurately read /witl/ without pronouncing the letter *o*.

At this stage both control and treated groups were supposed to possess the same ability to produce correct sounds. It was because students in control group were experiencing traditional teaching method from which they also gained the information on a set of possible spellings corresponding to each vowel sound. Still, students in experimental group scored higher in posttest with a larger margin over the control group. Here was the second explanation that played a role.

¹¹⁴ Digna Hoogenboom, Thesis: "The design of an educational game to support the development of rhyming in children with a cochlear implant" (Enschede: University of Twente, 2010), 4.

¹¹⁵ Money Magazine and Kumon Publishing, *My Book of Rhyming Words*, (New Jersey: Kumon Publishing North America, Inc., 2004), 5.

¹¹⁶ Joy L. M. Brown, "Rhymes, Stories and Songs in the ESL Classroom", *The Internet TESL Journal*, Vol. XII, No. 4, April 2006

The main difference between traditional and RWD teaching method was that students were induced to analyze by themselves the relation pattern between vowel sound and the spelling through a fun activity. In RWD teaching method, game was developed in a way that students could recognize the rhyme across words, then classified them into groups of spelling patterns. Many pieces of research have demonstrated the significance of game in promoting learning and cognitive development, such as Ryu¹¹⁷, Henriksen¹¹⁸, and Hsiu-Ting Huang¹¹⁹. Prensky even asserts that “Games can provide immersive, simulated, or authentic contexts for learning, and may create enjoyable experiences for learners, hence acting as valuable mediation to active learning”.¹²⁰ Game, thus, serves as a mode in communicating knowledge in a way that students, particularly children, can fully engage in. Specifically Hancock states that pronunciation games provide students with opportunities for practicing the important features of pronunciation.¹²¹ Above all, by adopting RWD method students constructed the understanding by themselves and expressed it in the game play. This factor was believed as a key to effectively improve the pronunciation skills among students.

¹¹⁷ Ryu, D., "Play to Learn, Learn to Play: Language Learning through Gaming Culture". *ReCALL : the Journal of EUROCALL*. Vol. 25 No. 2, 2013, 286

¹¹⁸ Henriksen, T.D., PhD., "What Role Do Metaphors Play in Game-Based Learning Processes?". *International Journal of Computer Research*. Vol. 22 No. 1, 2015, 25

¹¹⁹ Hsiu-Ting Hung, Gamifying the Flipped Classroom Using Game-Based Learning Materials. *ELT Journal*. Vol. 72, Issue 3, 19 July 2018, 296

¹²⁰ Marc Prensky, *Digital Game-Based Learning* (Saint Paul, MN: Paragon House, 2007), 275

¹²¹ Mark Hancock, *Pronunciation Games*, (New York: Cambridge University Press, 2008), 1.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

It can be concluded that based on the result of the paired *t*-test, it can be known that Rhyming Word Dominoes (RWD) is effective to improve students' ability to differentiate English vowel sounds. The findings show that the data have normal distribution because the significances are higher than 0.05 and by using a paired *t*-test, it can be concluded that after treatment, the result of posttest is different because Asymp.sig posttest of experimental = $0.00 < 0.05$, thus H_0 is rejected and H_a is accepted. It also meant that Rhyming Word Dominoes (RWD) was effective to improve the ability to differentiate English vowel sounds.

B. Suggestion

Based on this study, there are some suggestions as follows:

1. For the tutors or teachers

It is recommended to use Rhyming Word Dominoes (RWD) as an alternative to teach pronunciation.

2. For the students

It is suggested that the students implement Rhyming Word Dominoes (RWD) to improve their ability to distinguish English vowel sounds.

3. For further researcher

It is recommended that further researcher continue this study such as investigating the other English vowel sounds or consonants.



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