

**THE INFLUENCE OF USING COLOR VOWEL
CHART MEDIA TOWARD STUDENTS
PRONUNCIATION IN ENGLISH VOWEL
AT THE FIRST SEMESTER OF EIGHTH
GRADE OF SMPN 19 BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF 2023/2024**

A Thesis

**Submitted as Partial Fulfillment of the Requirement S1-
Degree**

**By :
RIYA SAPUTRI
NPM. 1911040469**



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1445 H / 2024 M**

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Study Program : English Education

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ABSTRACT

Pronunciation is one of the important things to establish communication because if the pronunciation of a word is not appropriate, it can change the meaning of the word itself. A word can have meaning if there are qualified vowels and consonants. The pronunciation of vowel sounds in English is rarely or never learned by students in class, as a result students have difficulty in understanding the pronunciation of vowel sounds in English so that sometimes students experience errors in the pronunciation of a word, such as the [ʌ] sound in the word "But". This word should be pronounced /bʌt/, but students pronounce it with a "But" [using the vowel sound "u" in Indonesian]. Another problem found in the learning process is the lack of use of media to support learning, so students feel bored and reluctant to learn. Therefore, the researcher used color vowel chart media to help students learn pronunciation in English vowels. The purpose of the study was to determine whether there was a significant influence of using color vowel chart media toward students' pronunciation in English vowel at the first semester of the eighth grade of SMPN 19 Bandar Lampung in the academic year of 2023/2024.

In this study, the design used was quasi-experimental pre-test and post-test. The population of this study was grade VIII students at SMPN 19 Bandar Lampung and the samples taken were two classes. Color vowel chart are applied to the experimental class and pictures to the control class. To collect the data, the researcher tested the instrument by reading several paragraphs of simple and short fable narrative text. After collecting the data, the researcher analyzed it by using two raters to assess the students and utilized SPSS in statistical calculations.

From the results of the study, it was concluded that the data was the result of normal and homogeneous data so the hypothesis test used a parametric test, namely the independent sample t-test. Based on the analysis of data calculations in hypothesis testing, a significant effect can be seen in the dependent sample t-test table where Sig. (2-tailed) the same variant is $0.047 < 0.05$, meaning H_0 is rejected and H_a is accepted that color vowel chart media can have a positive and better influence on students' pronunciation.

Key word: Color Vowel Chart, Experimental Research, Vowel of English Pronunciation

DECLARATION

I, the researcher with the following identity:

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Thesis : The Influence of using Color Vowel Chart Media Toward Student Pronunciation in English Vowel at the First Semester of Eighth Grade of SMPN 19 Bandar Lampung in the Academic Year of 2023/2024

Certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other researchers' opinion or research findings included in the thesis quoted or cited in accordance with ethical standards.

Bandar Lampung, November 30th 2023



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STUDENTS PRONUNCIATION IN ENGLISH
VOWEL AT THE FIRST SEMESTER OF
EIGHTH GRADE OF SMPN 19 BANDAR
LAMPUNG IN THE ACADEMIC YEAR OF
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A research thesis entitled: **THE INFLUENCE OF USING COLOR VOWEL CHART MEDIA TOWARD STUDENTS PRONUNCIATION IN ENGLISH VOWEL AT THE FIRST SEMESTER OF EIGHTH GRADE OF SMPN 19 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2023/2024**, by : **RIYA SAPUTRI, NPM: 1911040469**, Study Program: **English Education**, was tested and defended in the examination session held on: **Thursday, January 4th 2024**.

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MOTTO

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي ﴿٢٥﴾ وَيَسِّرْ لِي أَمْرِي ﴿٢٦﴾

وَاحْلُلْ عُقْدَةً مِّن لِّسَانِي ﴿٢٧﴾ يَفْقَهُوا قَوْلِي ﴿٢٨﴾

“ He (*Musa*) said, "My Lord, extend from me my breast, and ease for me my task, and remove the stiffness from my tongue so that they may understand my words.” Q.S. At-Thaha: 25-28 (16)¹



¹ Al-qur'an English.com, Qur'an surah At-Thaha: 25-28,
<https://quran.com/id/tha-ha/25-28>

DEDICATION

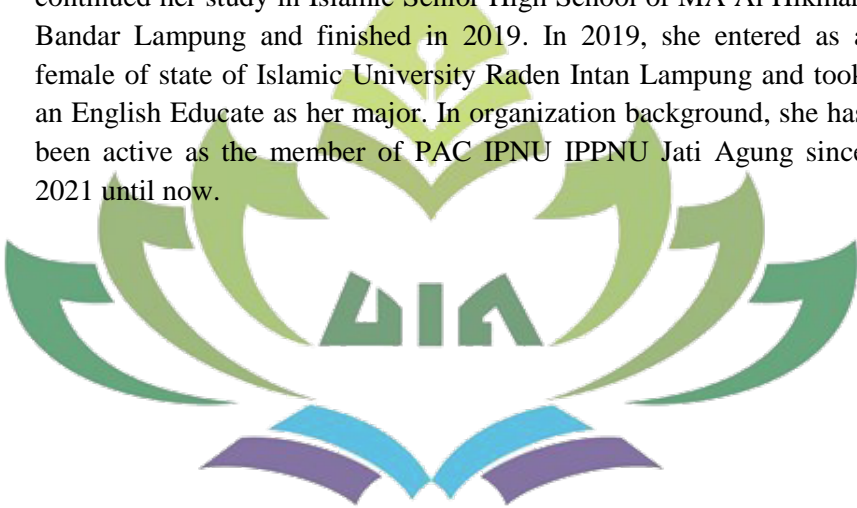
Alhamdulillah praise and gratitude to Allah the Almighty for His abundant blessing for me and for my deep of heart and great of love, this thesis is dedicated to:

1. My beloved parents: Mr. M. Sokhib and Ms. Siti Khotijah, both parents who always give tireless love and affection, give support, encouragement and motivation as well as best wishes for my success. Thank you for all the struggles and sincere prayers up to this point, may Allah always love you by bestowing His mercy and affection for you. Best wishes to father and mother may always be given health, happiness, comfort, and long life to always be near me so that I can make you happy, aamiin.
2. My beloved brothers and sisters: Hadi Mas'udi, Lailul Muafifah, M. Rofiq Sadzali, Inda Sundari who have given encouragement and motivation so that I can complete this thesis well. Thank you for always helping to give me full support so that I can get what I want. Best wishes for you may always be given health and always be able to maintain good relations between us forever, aamiin.
3. My beloved nieces and nephew: Afika Yukha Ilayya, Afshin Ukhiya Ilayya, Arroyan Zhafran Sadzali who always spread joy and happiness when the writer starts to get tired and bored.
4. My beloved Almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

Riya Saputri, was born in Sumber Jaya on January 13rd, 2001. The Daughter of Mr. M. Sokhib and Ms. Siti Khotijah, She was two siblings, at the first is Lailul Muafifah and the second is M. Rofiq Sadzali

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ACKNOWLEDGEMENT

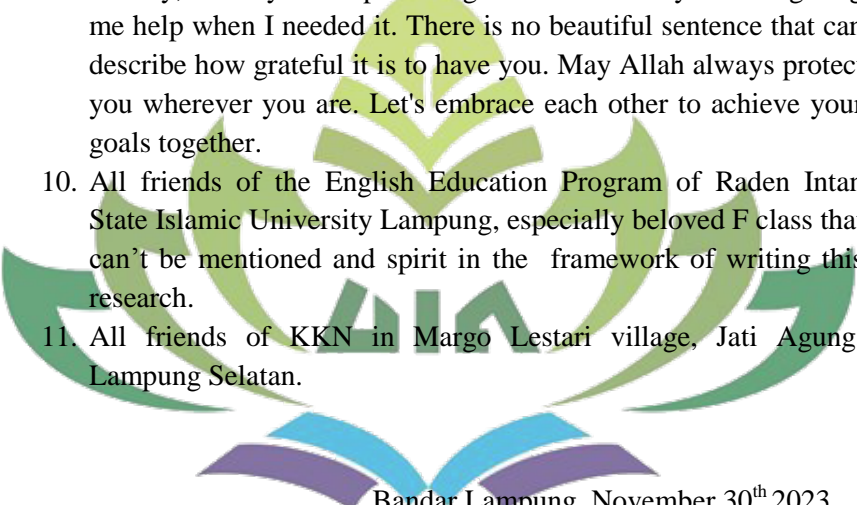
Bismillahirrohmanirrohim,

Alhamdulillahirobbil'alamin, first and foremost, I would like to express gratitude to the Only God, Allah Subhanahu wata'ala, the Most Gracious and the Most Merciful, for the chance, guidance and blessing given, then I will compose and finish this thesis. Then, sholawat and salam are always offered to the Prophet Muhammad Shallallahu 'alaihi wasallam the last messenger and the most beloved Prophet to Allah subhanahu wata'ala. This thesis will submit as a partial fulfillment of the requirements for an education degree in English. I realize that this thesis would not have come to its final form without the generous help, support, advice and prayers of the people surrounding me. Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis.

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung, with all staff, who gave the researcher the opportunity to study until the end of this thesis competition.
2. M. Ridho Kholid, M.Pd, as the chairperson of the English Education Program of Raden Intan State Islamic University Lampung who gave the researcher the opportunity to study until the end of this thesis competition.
3. Yulan Puspita Rini, M.A., was the first advisor of the researcher, for his guidance help and countless times given to the researcher to finish this final project.
4. Sugeng Riyadi, M.Pd, as the second advisor for his guidance help who has spent countless hours correcting this final project for his betterment.
5. All lectures of the English Education Program of Raden Intan State Islamic University Lampung, who always taught the researcher since the first year of her study.
6. Yulva Roza, M.Pd, the headmaster of SMPN 19 Bandar Lampung for allowing her to conduct the research.
7. Siti Asiah Oktarina, S.Pd and Dra. Elfi Yuliani, the English Teacher of SMPN 19 Bandar Lampung who has helped and given

suggestions during the research process, and the students of the Eighth Grade of SMPN 19 Bandar Lampung for being cooperative during this research.

8. Susanto, S.S., M.Hum., M.A., Ph.D., as the validator of the instrument of this research who has given assistance for the completion of this thesis.
9. My beloved friends, Mega Astuti and Nova Annisa are a support system who always provide support, encouragement, and motivation. Who always accompanies and assists the author in completing this thesis. Thank you for every kindness you have given, thank you for providing an ear to listen to complaining and anxiety, thank you for providing a shoulder to cry on and giving me help when I needed it. There is no beautiful sentence that can describe how grateful it is to have you. May Allah always protect you wherever you are. Let's embrace each other to achieve your goals together.
10. All friends of the English Education Program of Raden Intan State Islamic University Lampung, especially beloved F class that can't be mentioned and spirit in the framework of writing this research.
11. All friends of KKN in Margo Lestari village, Jati Agung, Lampung Selatan.

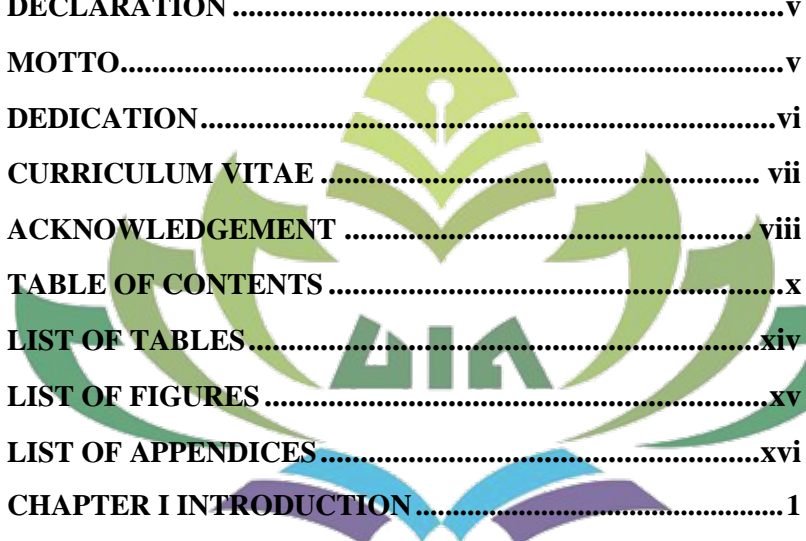


Bandar Lampung, November 30th 2023

Riya Saputri

1911040469

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CHAPTER I

INTRODUCTION

A. Title Confirmation

The title of this thesis is “*The Influence of Using Color Vowel Chart Media toward Students Pronunciation in English Vowel at the First Semester of Eighth Grade of SMPN 19 Bandar Lampung in the Academic Year of 2023/2024*”. To avoid mistakes in understanding this research, the researcher first needs to explained some of the terms contained in the title in these the following definitions:

Influence is the power that causes something to happen, in the sense that something can shape or change something else. In other words, Influence is the cause of something happening or can change something to the form we want.² Influence is a force that exists in something whose nature can give a change to another.³ Influence is a force that arises from something (object or person), and the symptoms in can provide changes to everything around it.⁴ This means that the influence in this study is the influence of using sound-color chart media toward students pronunciation in English Vowel.

The color vowel chart is a visual representation of sound that is simple and deep. Karen and shirley stated that, the color vowel chart is the way of teaching English that connets its spoken and written forms and it has implications for vocabulary development, reading readiness, and spelling instruction.⁵ The vowel color chart is a system for teaching Canadian English vowels in which each sound is represented by a colour, the colour-

² Badudu, J .S dan Zain, *Kamus Umum Bahasa Indonesia*, (Jakarta: Pustaka Sinar Harapan, 2001), h. 131

³ Winarno Surakhmad, *Pengantar Penelitian Ilmiah Dasar*, Bandung: Teknik Tarsito, 1982, h.7

⁴ W.J.S Poewadarmita, *Kamus Umum Bahasa Indonesia*, (Jakarta: Balai Pustaka, 1996), hlm. 664

⁵ Taylor, K. & Shirley Thompson. (2016) *The color vowel approach: resources for connecting pronunciation to vocabulary, reading and spelling* (Second Edition). (USA: Sama FeNM)

words being the key word for that vowels sounds.⁶ The color vowel chart is a phonetic system that matches each phoneme to a specific color or combination of colors.⁷

Pronunciation is the act of giving the true sounds of letters in words, the true accents and quality of syllables.⁸ Pronunciation is a voice that the speaker can listen to when he listens to others.⁹ Pronunciation is a matter of act or manner to produce the sound in an utterance through proper ways.¹⁰ In this case, the listener can imitate from the speaker and then say something to another listener.

The vowel is a speech sound where the mouth is open and the tongue does not touch the upper part of the mouth, teeth, etc. The letters that represent vowel sounds are: /a/, /e/, /i/, /o/, and /u/.¹¹ Vowel are sounds produced without significant narrowing of air flowing through the oral cavity".¹² In addition, vowels are sounds made without some kind of closure for the release of air through the mouth.¹³ This sound is produced by the movement of a certain part of the tongue to a certain height but still does not block the flow of air and the vocal quality depends on the position of the tongue of the lips. Whereas Yule states that vowel sounds are

⁶ Burstein, M. (1979). *Colour and music: the research for spectral song*. In F. Graham (Ed). *the rainbow book* (pp. 114-127). New York: Vintage Books, Random Hous

⁷ Syaifullah, S. dkk. (2022) Using the Color Vowel Chart in Teaching Speaking. *ELT-Lectura*, 9(2), 136-150.

⁸ Mulatsih, Devi. *Pronunciation Ability by Using English Song in Indonesian Student of UNSWAGATI Cirebon*. Vol. 2. *Journal of English and Learning*. No. 2. (2015) Hal. 294-299

⁹ Byrne, Dann, *Teaching Oral English: Longman Handbooks for Language Teacher*. LondonGroup. 1986, p.8

¹⁰ Yogi Era Reforma. "The Influence of Using Digital Story towards Students' Pronunciation Mastery at the Second Semester of Tenth Grade of SMA N 1 Sidomulyo in the Academic Year 2019/2019". (2019)

¹¹ Mansr Martin, 1995. *Oxford Learned Pocked Dictionary*, Oxford Press.

¹² Fromkin, V., Robert, R., & Hyams, N. (2011). *An introduction to language* (9th ed.). Canada: Wadsworth Cengage Learning.

¹³ Hamka, *Standardizing Teaching English Vowels in Empowering Students Pronunciation*, Vol. 4, English Education, 2016, Hal. 1-15

produced with a relatively free flow of air, and everything is usually voiced.¹⁴

Based on the opinions of these experts, the influence of using a color vowel chart can be used as a medium to improve the pronunciation especially, vowels in English. Color vowel chart are interesting to be used as media because they relate to letters and colors. Several colors represent each vowel on the chart, each vowel has its color, such as the vowel "i" is represented by green and the vowel "u" is represented by blue. Thus, color vowel charts are easier for students to learn because students can remember the vowel sounds represented by some of these colors.

B. Background of the Problem

Language has a very important role in life. Because language is the core of human communication, both oral communication and written communication. Apart from being a means of communication, language can also build friendships, economic relations and cultural ties. Language is an arbitrary system of sound symbols used by members of a social group to cooperate and identify themselves. Without language, humans cannot communicate and socialize. Indonesia has a variety of regional languages. Language differences in Indonesia cause various difficulties when people from one region communicate with people from other areas. However, this can be overcome by the existence of a language that becomes the national language, namely Indonesian. At the same time the solution to the language differences in countries around the world is English.

English has been considered the first global Lingua Franca. English has become an indispensable part of every field in today's modern world. English as an international language is used for communication, business, science, information technology, entertainment, etc. English is a universal language widely spoken by most countries around the world. Many science books are also

¹⁴ Yule, G. (2014). *The study of language* (5th ed.) New York: Cambridge University Press

written in English. In addition, English is also used as an official language for various important organizations worldwide such as the United Nations and OPEC.

English has an official status as a foreign language in Indonesia, therefore English is the second language after Indonesian. In the world of education, English has long been one of the compulsory subjects introduced quite early for elementary school, and the aim is to teach English early to students. So that when students graduate from elementary school and then enter a higher level, students are no strangers to English.

In mastering English, there are several elements that need to be learned, including writing, reading, listening and speaking skills. In addition, other aspects of English, namely vocabulary, grammar, and pronunciation. Based on these four language skills, learning speaking skills related to pronunciation ability still needs to run as it should. Pronunciation ability is one of the important aspects of English. Good pronunciation will be the basis for students to be able to master English well.

Pronunciation is the main key for a person to communicate because if there is a mistake in pronunciation it can change the meaning of a word. But the fact is that there are still many mistakes that are not intentionally made. The lack of practice and habituation of students in pronunciation practice causes such errors. The students do not use English as their primary language, making it difficult for them to pronounce words or letters in English. In addition, English teachers rarely teach their students vowels and consonants in English and train them to pronounce words without knowing the sound construction of the word. So they can't tell the difference between sounds as well as they produce them, even though they have spent several years learning English at their school.

In addition, English sounds are considered difficult by most students and Indonesian speakers because the sounds in English differ from those in the speaker's native language. For vowel sounds, Indonesian has only five, namely a, i, u, e, and o, while English has 12 types of vowel sounds, namely i: , I, u: , e, ə, ɜ: , ɔ:, Æ, ʌ, ɑ: , ɒ. The number and types of sounds are so

different that it is difficult for many students and Indonesian speakers to pronounce sounds correctly in English. Students tend to replace these sounds with sounds that have similarities to these sounds, for example, the sound [i:] is replaced by [i] as in the word *week*. The sound [i] that should be pronounced long and short is absent in the Indonesian sound system. Likewise, the replacement of the sound [ə] with the sound [ʌ] in the word *assistant*. The word is pronounced /ə'sɪstənt/ but students pronounce it with [ʌsɪsten]. Students replace [ə] by the sound [ʌ] because they are used to pronouncing the sound [ʌ] as opposed to the sound [ə].

In English class, the most basic idea to bring pronunciation practice in the classroom is by doing the drilling. It is commonly done by having the teacher particularly mentioning a word or sentence on textbook with the students repeat after it. Theoretically, Kelly mentioned that this technique is fundamental language skill which has its not to behaviorist psychological theory and audio lingual approaches.¹⁵ However, applying technique would be wiser if it is accompanied by effective and good resources. As a solution, the teachers can set up media in the classroom. Media can stand a chance as the best weapon to get the learning more interactive and communicative, and the learning activities can even be more fascinating for students.

Media, in terms of educational background, refers to any kind of components which are utilized in the process of teaching. It concludes textbook, chalkboard, real object, picture, flashcard, or such as the new technology like computer, DVD, CD-ROM, video and audio tap, internet, or various tools that technically used in classroom. Those media, if efficiently given, can stimulate students and ease them to understand difficult material. Sadiman cited in Ruis argued, media is anything used to send messages from the senders to the receivers, so the learners thought, feeling, and

¹⁵ Gerald Kelly, *How To Teach Pronunciation*, (Essex: Pearson Education ESL, 2001), P.

interest are aroused.¹⁶ For teachers, media itself can demonstrate “invisible” aspects and bring understandable description to represent the insight which students need to acquire. From the cause and effect on the top, it has led to the fact that teacher and media linked and cannot be separated to one and another, and indeed they are crucial to the learning process in the classroom.

Based on preliminary research at SMPN 19 Bandar Lampung, the researcher observed that students' pronunciation in English vowels was still low and many students did not pass the minimum mastery criteria. This means that students have problems learning to speak, especially the pronunciation of English vowels. English teacher, Ibu Siti Asiah Oktarina, S.Pd, was interviewed and she stated that speaking is the target in learning English, because speaking is the highest achievement for learning languages, especially English. To be able to realize this target, students are asked to follow the teacher who is practicing and then follow it repeatedly, this is done so that students can get used to knowing pronunciation. However, English learning is only 1 time a week and the English material learned is not focused on speaking skills especially pronunciation but English in general. So students do not have enough time to learn about pronunciation, especially vowels in English. In addition, the dominant background of students using regional languages as a daily language and the lack of vowel pronunciation practices as well as an unfavorable environment for vowel pronunciation practices in English can make it difficult for students to pronounce words or letters in English so they still need to learn pronunciation especially vowel in English. In addition, there is no media that can support the teaching and learning process, so students only listen to the teacher's lectures and then practice them. The teacher target students to be fluent in speech, but in reality students feel reluctant to practice because there is no proper medium to make the lesson more interesting. These problems can affect students' outcomes in

¹⁶ Nuhung Ruis Et Al, *Instructional Media*, (Jakarta: Center For Development and Empowerment of Teachers and Education Personnel, 2009) p. 2

learning pronunciation and their pronunciation scores especially on English vowels. English syllabus data also shows that student pronunciation needs to be improved so that the target of English learning can be achieved optimally. Based on test result data conducted during preliminary research to determine students' ability in English vowel pronunciation. The test results are presented in table 1.1 Here are the English vowel pronunciation test results from the students who got the lowest to highest scores. The results are shown in the table below:



Table 1. 1 Data results from the pronunciation English vowel test at the eighth grade of SMPN 19 Bandarampung

Score	English Vowel	Classes and number of students with appropriate of pronunciation English vowel										Percentage			
		8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8	8.9	8.10				
90-100		2	1	-	-	-	-	-	-	-	-	-	-	-	1,02%
80-89		3	4	4	5	2	3	6	5	4	4				13,60%
70-79	i: , I, u, u: , ε, ə, ɜ: , ɔ:, /E, Λ, ɑ: , ɒ	8	7	11	10	8	9	6	9	6	5				26,89%
60-69		10	10	8	6	6	8	6	5	9	6				25,17%
50-59		4	5	4	5	6	5	7	4	3	6				16,66%
0-49		4	3	3	5	7	6	5	6	5	5				16,66%
Total		31	30	30	31	29	31	30	29	27	26				100%

Source: Data results from the pronunciation English vowel test

From the table presented above, there are 12 vowel indicators in English presented with the lowest to highest values. Of the many indicators, it can be seen that students who get the highest score out of the 12 indicators are only 41.51%, and almost 50% of students still need to improve English vowel pronunciation. Thus resulting in misunderstandings with frequent repetition. Since then, most students have proven to be in severe trouble to achieve pronunciation especially English vowels successfully in class which can lead to misunderstandings.

The students in the eighth grade at SMPN 19 Bandar Lampung were also interviewed about speaking skill especially pronunciation. Based on the interview, the students said they were not familiar with speaking exercises, especially pronunciation that refers to English vowels, and students had difficulty in pronouncing vowel sounds in English, so they were often misunderstood because there were differences in writing and pronunciation.¹⁷ In the pronunciation of English words such as the word “but” in English it was read /bʌt/, however read in the Indonesian version it became /but/.

Good pronunciation is necessary so that a person can have unlimited ability to communicate with others. Somehow, the lack of effective and appropriate resources and lack of attention to pronunciation is still an unbearable fact. In terms of interviews, teachers overuse modeling strategies in teaching pronunciation, but these strategies are too monotonous or uninteresting to bore students. Teachers also use textbooks as a medium for teaching pronunciation. Anderson, quoted in Robert, categorizes textbooks as print, meaning written language.¹⁸ Using written media in teaching English is nothing new, on the contrary most students use it at any time as guidelines, instructions and even material.

¹⁷ An Interview Between the Researcher and the Eighth Grade Students at SMPN 19 Bandar Lampung on 21st November 2022, Unpublished

¹⁸ Robert Reiser, & Robert Gagne, “Characteristics of Media Selection”, *Review of Educational Research*. Vol. 52, No. 4, (Winter 1982) p. 503 (Available on: <https://www.jstor.org/stable/1170264>) (Accessed on Sunday, September 30th 2018, 22:03)

Especially for pronunciation, print media such as textbooks can be taken to help students practice their pronunciation. This statement is supported by Kelly that although the medium is in written form, the pronunciation work can be successfully integrated through reading.¹⁹ Written forms such as poetry, rhyme, song lyrics can be used in many creative ways and can offer a lot of scope of pronunciation. Thus, textbooks can be taken to teach students pronunciation by providing different types of texts with reading activities.

To get better pronunciation and to gain communicative competence, students must be equipped with effective and communicative media that can make students understand pronunciation more easily. One way out is to use color vowel chart media as a medium for pronunciation of students in English vowels. Students can learn the pronunciation of vowel sounds by using this medium related to writing and color. Vowel sounds in English are represented by several colors so that students can easily remember the sounds. Color vowel chart is a system for teaching Canadian English vowels where each sound is represented by a color, the word color being the keyword for that vowel sound. Color vowel chart is a poster of 14 colored circles, in addition to color the chart also has a black and white chart the size of a notebook with names and color numbers, as well as symbols in the International phonetic alphabet or dictionaries for vowel phonemes. The 14 color circles represent 10 vowel phonemes, the /əʊ/ sound, and 3 Canadian English diphthongs.

There are several different solutions from researcher with relevant previous researcher, including research conducted by Kone with the title "The Implementation of Color Vowel Chart to Enhance the EFL Students' Pronunciation at SMPN 1 Majauleng" while the researcher conducted a study entitled "The Influence of Using Color Vowel Chart Media towards Students' Pronunciation in English Vowel at the First Semester of Eighth Grade at the SMPN

¹⁹ Gerald Kelly, *Op. Cit.*, p. 22

19 Bandar Lampung in the Academic Year 2023/2024".²⁰ Puspita conducted a study entitled "Improve of Students' in Pronouncing English Vowel the Color Vowel Chart", while reseracher conducted a study entitled "The Influence of Using Color Vowel Chart Media towards Students'Pronunciation in English Vowel at the First Semester of Eighth Grade at the SMPN 19 Bandar Lampung in the Academic Year 2023/2024".²¹ Syaifullah, Yulia Qoirum, Refika Andriani, Herlinawati conducted a study entitled "Using the Color Vowel Chart in Teaching Speaking", while reseracher conducted a study entitled "The Influence of Using Color Vowel Chart Media towards Students'Pronunciation in English Vowel at the First Semester of Eighth Grade at the SMPN 19 Bandar Lampung in the Academic Year 2023/2024".²² Yogi Era Reforma conducted a study entitled "The Influence of Digital Story towards Students' Pronunciation Mastery at the Second Semester of Tenth Grade of SMA N 1 Sidomulyo South of Lampung in the Academic Year 2019/2019" with digital story as the medium, while researcher conducted a study entitled "The Influence of Using Sound-Color Chart Media toward Students Pronunciation in English Vowel at the First Semester of Eighth Grade of SMPN 19 Bandar Lampung in the Academic Year of 2023/2024".²³ Ridatul Jannah conducted a study entitled "An Analysis of Students' Ability in Pronouncing Vowel Sounds at the Fith Semester Students in English Education Department of State Islamic University of Sultan Syarif Kasim Riau" while researcher conducted a study entitled "The Influence of Using Sound-Color Chart Media toward Students Pronunciation in English Vowel at

²⁰ Kone, Andi Mulyani et al.(2019). *The Implementation of Color Vowel Chart to Enhance the EFL Students' Pronunciation at SMPN 1 Mjauleng*. Universitas Muslim Indonesia.

²¹ Puspita in Kone et al. (2019). *Improve of Students' in Pronouncing English Vowel the Color chart*.

²² Syaifullah, S., dkk. (2022) *Using the Color Vowel Chart in Teaching Speaking*. *ELT-Lectura*, 9(2), 136-150

²³ Yogi Era Reforma. "The Influence of Using Digital Story towards Students' Pronunciation Mastery at the Second Semester of Tenth Grade of SMA N 1 Sidomulyo in the Academic Year 2019/2019". (2019)

the First Semester of Eighth Grade of SMPN 19 Bandar Lampung in the Academic Year of 2023/2024”.²⁴

Therefore, this study is entitled "The Influence of Using Color Vowel Chart Media toward Student Pronunciation in English Vowel at the First Semester of Eighth Grade of SMPN 19 Bandar Lampung in the academic year 2023/2024". This is because the researcher want to know the significant influence of using color vowel chart media towards students' pronunciation in English vowel at the first semester of eighth grade at SMPN 19 Bandar Lampung in the academic year 2023/2024. This research is expected to help educators and other researcher to be used as a reference in improving low student pronunciation.

C. Identification and limitation of the Problem

The following are the identification and limitation of the problem based on the bacground of the problem above:

1. Identification of the problem

Based on the background above, there were some problems:

- a. The students pronunciation score is still low.
- b. The students find it difficult to pronounce English vowel sounds because of the large number and different types of vowels in Indonesian and English.
- c. The media used by the teacher are not effective for teaching pronunciation and it affects their pronunciation in English vowels.

²⁴ Ridatul Jannah. "An Analysis of Students' Ability in Pronouncing Vowel Sounds at the Fifth Semester Students in English Education Department of State Islamic University of Sultan Syarif Kasim RIAU". (2021)

2. Limitation of the Problem

In this study this research focused on the problem of how the influence of using color vowel chart media toward students' pronunciation in English vowels. In addition, the researcher focused on segmental aspects, namely single vowel with 12 types of vowels, namely i:, I, ʊ, u:, ε, ə, ɜ:, ɔ:, Æ, ʌ, ɑ: , ɒ which are included in 2 parts, namely short vowel and long vowel. The researcher also used the Elsa application to check the correctness of the sound of pronunciation in English vowel.

D. Formulation of the Problem

Based on the identification of the problem and the limitations of the problem above, the researcher formulated the problem as follows: Is there a significant influence of using color vowel chart media toward students pronunciation in English vowels at the first semester of eighth grade of SMPN 19 Bandar Lampung in the academic year of 2023/2024?

E. Objective of the Research

Based on the formulation of the problem, the objective of the research: to know a significant influence of using color vowel chart media toward students pronunciation in English vowels at the first semester of the eighth grade of SMPN 19 Bandar Lampung in the academic year of 2023/2024.

F. Significance of the Research

The results of this study are expected to provide useful information for teachers and students.

1. Theoritically

It may support the theory that using color vowel chart can be applied to teach pronunciation.

2. Practically

It may inform English teachers how to teach pronunciation by using a color vowel chart

G. Relevant of the Research

There are several studies which will be used to strengthen this research:

First, a study written by Kone with the title "The Implementation of Color Vowel Chart to Enhance the EFL Students' Pronunciation at SMPN 1 Majauleng". The purpose of this research was to find out whether there was a significant difference in the pronunciation ability between the eight-grade students of SMPN 1 Majauleng who were taught by using the Color Vowel Chart and those who were not, in the academic year of 2017/2018. The results of the research showed that there was a significant difference between the pre-test and post-test where the mean score of the pre-test is 78 and the mean score of the post-test was 85. It indicates that there was a significant difference before and after teaching by using the Color Vowel Chart method in students' pronunciation. Therefore, the hypothesis of this study was accepted. It means that the Color Vowel Chart significantly improves the students' pronunciation ability, which is essential for improving students' speaking skills and communicative competence.²⁵

Second, the research was written by Puspita with the title "Improve of Students' in Pronouncing English Vowel the Color Vowel Chart". The purpose of this research was to find out the factor why these errors occurred. The result showed that the students' pronunciation ability improved well after implementing the Color Vowel Chart in the teaching class. The factor that influences.²⁶

Third, the research was written by Syaifullah, Yulia Qoirum, Refika Andriani, Herlinawati with the title "Using the Color Vowel Chart in Teaching Speaking". The aims of this study are divided into two: first, to explore information about the color

²⁵ Kone, Andi Mulyani et al.(2019). *The Implementation of Color Vowel Chart to Enhance the EFL Students' Pronunciation at SMPN 1 Mjauleng*. Universitas Muslim Indonesia.

²⁶ Puspita in Kone et al. (2019). *Improve of Students' in Pronouncing English Vowel the Color chart*.

vowel chart, the techniques/strategies, the ways/procedures, and the assesment used in implementing the color vowel chart in achievement. This reserach is a qualitative study that uses theses, articles/journals, and other literature as the main data sources where information is produced` in the form of notes and descriptive data contained in the text under study. The findings show that the students can increase their speaking skills by using color vowel chart.²⁷

Fourth, the study was written by Yogi Era Reforma with the title "The influence of digital story towards students' pronunciation mastery at the second semester of tenth grade of SMA N 1 Sidomulyo south of lampung in the academic year 2019/2020" This study aims to find out whether there is an influence on the use of digital stories on students' pronunciation mastery in the second semester of the tenth grade of SMA N 1 Sidomulyo in the 2018/2019 school year, especially in segmental and suprasegmental aspects. The results of the data analysis showed that the independent t-test result was 5.26 out of a critical value of 1.996 with a significance level of 0.05. From the analysis, the tobserved score was higher than tcritical (0.05), so Ho was rejected. This means that digital stories can improve students' pronunciation mastery in the second semester of tenth grade students of SMA N 1 Sidomulyo for the 2018/2019 school year.²⁸

Fifth, the research was written by Ridatul Jannah with the title "An Analysis of Students' Ability in Pronouncing Vowel Sounds at the Fith Semester Students in English Education Department of State Islamic University of Sultan Syarif Kasim Riau" This study aims to determine the ability of students in semester 5 of the English education department of UIN Suska Riau in the pronunciation of vowel sounds in English after studying phonetic courses in the previous semester. This study used

²⁷ Syaifullah, S., dkk. (2022) *Using the Color Vowel Chart in Teaching Speaking*. ELT-Lectura, 9(2), 136-150

²⁸ Yogi Era Reforma. "The Influence of Using Digital Story towards Students' Pronunciation Mastery at the Second Semester of Tenth Grade of SMA N 1 Sidomulyo in the Academic Year 2019/2019". (2019)

quantitative descriptive tests. The total population of 142 students in semester 5 consisting of 6 classes (5A, 5B, 5C, 5D, 5E, 5F) using proportional simple random sampling then 21 students were selected as samples. The results of the scores from the students showed that the 5th semester students had very good abilities in pronouncing vowel sounds with an average score of 96.66 with a very good category.²⁹

Based on the previous research, it seems that the studies are different from the researcher's study. From the related findings above, we can clearly see the differences. The first study is focused on finding out whether there is a significant difference in the pronunciation ability between the eighth-grade students of SMPN 1 Majauleng who were taught by using the color vowel chart and those who were not, in the academic year of 2017/2018. The second this research focused on the implementation of the color vowel chart in teaching, and also to find the benefits/advantages of using the color vowel chart in teaching speaking. The third this researcher conclude that color vowel chart was proven as an effective media to be used in teaching speaking. Color vowel chart is useful for English teachers in teaching speaking. Although basically color vowel chart was designed to improve the pronunciation ability specifically on a vowel sound, on the other side it proves that color vowel chart also could improve students speaking skills by enhancing students vocabulary and increasing the students confidence and motivation.

In order to improve students' speaking skills, the researcher discussed and analyzed the use of color vowel charts in this study on speaking instruction. This media has the potential to engage, amuse, and motivate students. Additionally, it encouraged kids to learn. A teaching tool called the color vowel chart helps pupils develop their speaking abilities.

²⁹ Ridatul Jannah. "An Analysis of Students' Ability in Pronouncing Vowel Sounds at the Fifth Semester Students in English Education Department of State Islamic University of Sultan Syarif Kasim RIAU". (2021)

H. Systematics of the Research

Systematics of the research in this study are arranged in the following form:

The first parts consists of cover and table of content.

CHAPTER I

INTRODUCTION

This section contains is title confirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objective of the research, significance of the research, and relevant of the research.

CHAPTER II HYPOTHESIS

FRAME OF THEORY AND

This contains is theory about concept of pronunciation: definition of pronunciation and features pronunciation. Concept of vowels: definition of vowels and characteristics of Single vowels. Concept of teaching pronunciation. Concept of media: definition of media, types of media and advantages of using media. Concept of color vowel chart: advantages and disadvantages of using color vowel chart media. Procedure of Reading Aloud Strategy. Procedure of Teaching Pronunciation by using Color Vowel Chart through Reading Aloud. Concept of Picture: Definition of Picture, Advantages and disadvantages of Picture. Procedure of Teaching Pronunciation by using

Picture through Reading Aloud.
Hypothesis.

CHAPTER III

RESEARCH METHOD

This contains place and time of research, research design, population, sample and data collecting technique, operational definition of variables, research instrument, validity and reliability of the instrument, fulfilment of the assumption and hypothesis testing.

CHAPTER IV

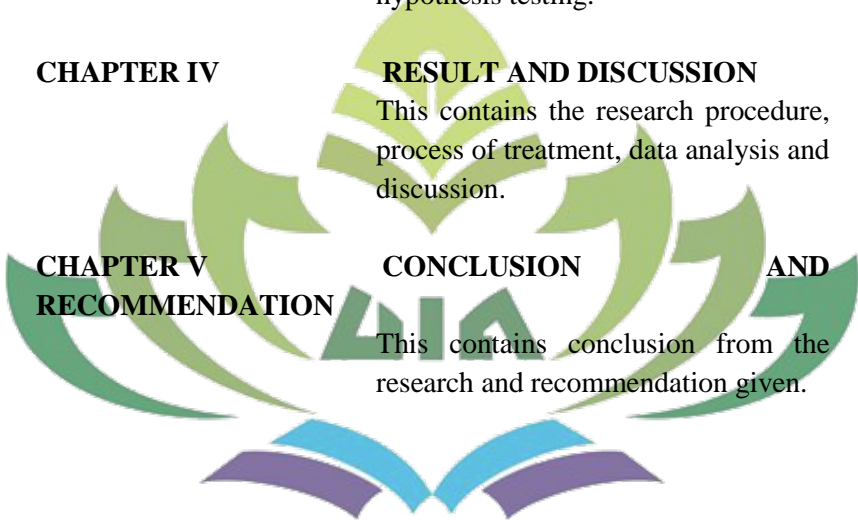
RESULT AND DISCUSSION

This contains the research procedure, process of treatment, data analysis and discussion.

**CHAPTER V
RECOMMENDATION**

CONCLUSION AND

This contains conclusion from the research and recommendation given.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Pronunciation

1. Definition of Pronunciation

Pronunciation is one aspect in speaking that must be considered. People with good pronunciation will make it easier for themselves to communicate by understanding and using the language. In general, pronunciation is a matter of action or the way to produce sounds in speech through proper means. It consists of a standard sound created by a stream of air passing through an articulator – an articulating organ.

Each created sound has a different melody or sound because they are produced in certain places. Changing the characteristics of the airflow produces speech. The airflow used in speech can come from different locations, but the lungs are the usual initiators. The respiratory and digestive tracts produce speech when the brain directs it. For example, the movement of the tongue and air from the lungs is important in producing speech sounds. In pronunciation, the articulators that produce sound are windpipes, larynx, vocal cords, nasal cavity, uvula.

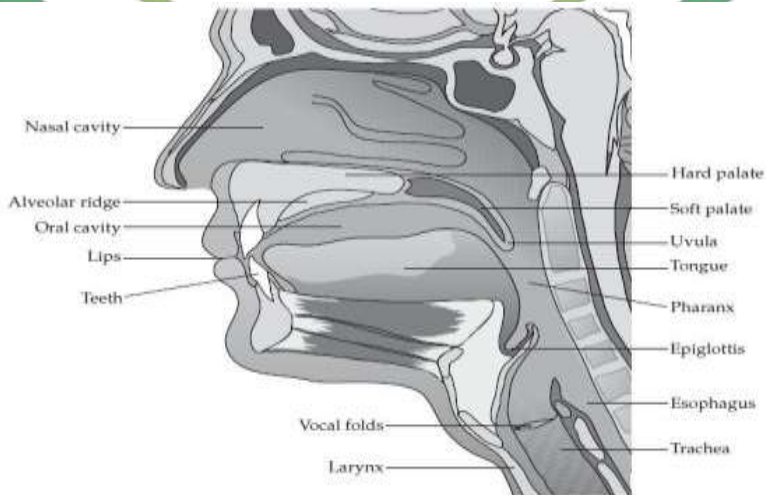


Figure 2. 1 Articulators of Sound Production

Pronunciation is how certain languages, words and sounds are pronounced and pronunciation is the act or manner of pronouncing articulated speech. According to Richard and Schmidt said that pronunciation is a way of producing certain sounds or sounds.³⁰ In contrast to articulation which refers to the production of speech sounds in the mouth, pronunciation emphasizes the way the listener perceives the sounds in the spoken word. Meanwhile, according to Hornby, "Pronunciation is the way a particular language or word or sound is pronounced".³¹ Pronunciation refers to the production of sounds we use to create meaning. It includes attention to the sounds of a particular language (segments), aspects of speech beyond the level of individual sounds, such as intonation, phrases, stress, timing, rhythm (suprasegmental aspects), how sounds are projected (sound quality) and in its broadest definition, attention to gestures and expressions that are closely related to the way we speak the language.

Thus, the researcher concluded that pronunciation is a way of pronouncing a word in a language to produce good and correct sounds according to pronunciation rules. Pronunciation is how a person pronounces a word or sound in a language so that the listener can receive and understand it to the maximum. Using of vague spoken language will lead to poor judgment, inability or lack of knowledge to practice pronunciation, even if the listener only responds to pronunciation. As users of spoken language, they must have good pronunciation to make it easier for them to communicate by understanding and using the language. A person with a perfect mastery of grammar but not good pronunciation skills will have limited access to communication. So working in pronunciation becomes a very important aspect of communication.

³⁰ Richard, Jack. C., Schmidt, Richard. (2002). *Longman Dictionary of Language teaching and Applied Linguistics* (3rd edition). London: Longman.

³¹ Hornby, A. S. (2008). *Oxford Advanced learner's Dictionary of Current English*. New York: Oxford University Press.

2. Features of Pronunciation

According to Kelly, pronunciation features are segmental and suprasegmental features. The phonemes included in the segmental and suprasegmental features are (consonants and vowels) stress, rhythm, intonation, and connected speech.³² Features of pronunciation can be described as follows:

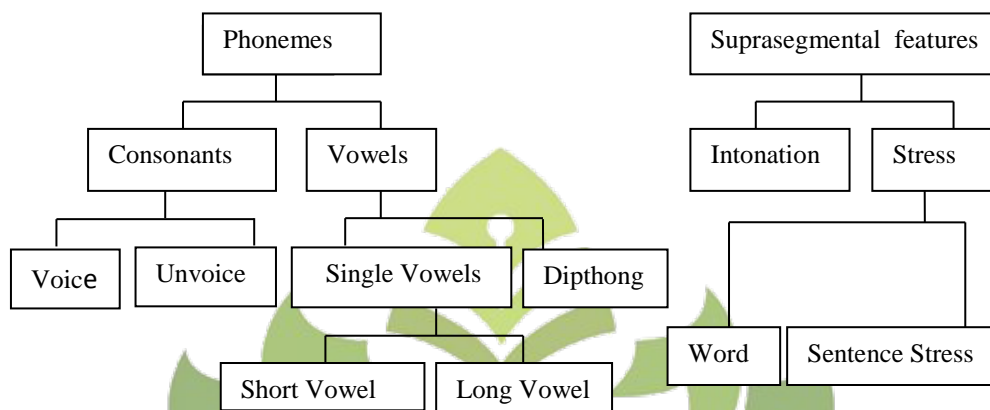


Figure 2. 2 Features of Pronunciation

B. Concept of Vowels

1. Definition of Vowels

According to Hornby, "Vowel is a speech sound where the mouth is open and the tongue does not touch the top of the mouth".³³ Meanwhile, according to Fromkin, vowel are sounds produced without significant narrowing of air flowing through the oral cavity.³⁴ Meanwhile, Budiyanti, vowels are parts of speech that are produced without interruption of airflow.³⁵

³² Gerald, Kelly, (2000) *How to Teach Pronunciation, England*: Person education limited.

³³ Hornby, A. S. (2008). *Oxford Advanced learner's Dictionary of Current English*. New York: Oxford University Press.

³⁴ Fromkin, V., Robert, R., & Hyams, N. (2011). *An introduction to language* (9th ed.). Canada: Wadsworth Cengage Learning.

³⁵ Budiyanti, Kurnia. *A Basic Understanding of Pronunciation*. Cahaya Firdaus:Pekanbaru. (2017)

Meanwhile, Rowe argues vowels are sounds produced without closure or obstruction of airflow. The difference between the various vowel sounds depends on: the cavity used (oral, nasal, or pharynx) and the shape formed in that resonance chamber. The shape of the oral cavity is mainly influenced by lips' and the tongue's placement. For example, the vowel sound in the word "to" is produced with the high point of the tongue at the back of the mouth, the oral cavity is relatively closed, and the lips are rounded. Vowel sounds in "cats" are formed with a high tongue point towards the front of the mouth, the oral cavity is relatively open, and the lips are spread. Vowels are sounds for which there is no obstacle of the speech apparatus to the flow of air as it passes from the larynx to the lips. In general, vowels serve as syllable signs because vowels are speech sounds produced with vibrating vocal cords and a continuous infinite stream of air escaping from the mouth.

Based on the above definition, the researcher concluded that vowels are speech sounds made by letting the breath flow out of the mouth without closing any part of the mouth or throat (although the lips can move to create the correct sound, as in creating an "o" sound). In English, there are 12 single vowel sounds which are divided into 2 parts, namely, short vowel and long vowel.³⁶

a) Short Vowels

Short vowels are vowel sounds that sound relatively short. They can be seen in the table:

Table 2. 1 Short Vowels

No	Short Vowels	Lip's Manner
1.	ɪ - bin	Slightly Spread
2.	ɛ - pen	Slightly Spread
3.	Æ - man	Slightly Spread

³⁶ Yates, L & Beth, Z (2009)2.. *Give it a go: Teaching Pronunciation to adults*. Australia. Commonwealth of Australia

4.	ʌ - fun	Neutral
5.	ɒ - hot	Slightly Rounded
6.	ʊ - look	Rounded

(Adapted from Peter Roach, *English Phonetics and Phonology*, 1991, p.14-15).

There is one other short vowel, ə (schwa). This vowel is very familiar in English. Examples of words are the first sound in the word "oppose" or sounds that can be heard often when native English does not use a word ending in or, iar. Examples: About, Actor, Similiar, and others.

b) Long Vowels

Contrary to the previous one, long vowels are sounds that are relatively longer than short vowels. It is usually denoted by one vowel with a double dot length sign ":" as shown in the table:

Table 2. 2 Long Vowels

No	Long Vowels	Lip's Manner
1.	i: - bee	Slightly Spread
2.	a: - heart	Nuetral
3.	ɔ: - four	Neutral
4.	u: - blue	Moderately rounded
5.	ɜ: - bird	Strong lip-rounding

(Adapted from Peter Roach, *English Phonetics and Phonology*, 1991, p.14-15).

It can be seen that five long vowels are very different from six short vowels. Not only in length but also in quality. When comparing one by one, the quality: tongue position, tongue shape, and lip position are different, as well as length.

2. Characteristics of Single Vowels

According to Yule in Ambalegin and Arianto, "vocal sounds are conveyed through a generally free stream of

discussion, and are voiced regularly".³⁷ To describe vowels, vowels are articulated when a voiced airflow is formed using the tongue and lips to change the overall shape of the mouth.

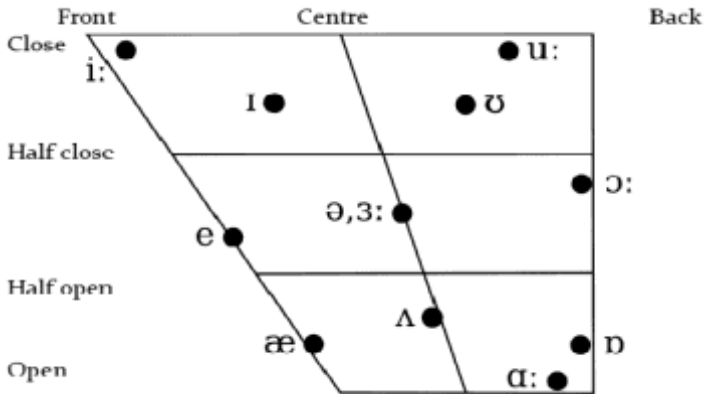


Figure 2. 3 English Vowel Chart

The chart symbolizes the 'vocal space' in the center of the mouth where the vowel sound is articulated. Based on the characteristics of articulation, single vowels or pure vowels are divided into three categories: close vowels, mid vowels, and open vowels.³⁸

a. Close Vowels

For vowels near the tongue are located quite high in the mouth. Moving from /i:/ all the way to /u:/ and the difference in the position of the tongue also needs to be noted, as in the sound /i:/ is the front vowel and /u:/ is the back vowel.³⁹

³⁷ Ambelagin and Arianto, T. (2018). English Vowels and Consonants Mispronunciation of The Seventh President of Republic of Indonesia in His Official English Speeches and Its Influencing Factors. *English Literature*: Batam

³⁸ Ambelagin and Tomi Arianto, *Op.Cit*, p. 29

³⁹ Gerald, K., *Op.Cit*, p.31

Table 2. 3 Close Vowel

i:	Characteristics This sound is highest and most forward front vowel. Example: See, Freezer, Cheap
I	Characteristics This sound is bit lower and further back than /i:/. Example: Sit, Big, Miss
ʊ	Characteristics The position is in the half close position, the lips are rounded, but loosely. Example: Put, Cook, Look
u:	Characteristics The position is just below in the close position, lips are rounded and the tongue is tense. Example: Too, Loose, Book

b. Mid Vowels

The middle vowel of the tongue are not high or low in the mouth. Moving from /e/ all the way to /ɔ/ and differences in tongue position also need to be noted, as /e/ is the front vowel and /ɔ/ is the back vowel.⁴⁰

Table 2. 4 Mid Vowel

ɛ	Characteristics The position is between the half open and half close position lips are loosely spread. Example: Ten, Best, Red
ə	Characteristics The position is between the half close and half open positions, lips are relaxed and neutrally spread. Example: Paper, Cinema, Teacher
ɜ:	Characteristics The position is between the half close and half open position, lips are relaxed and neutrally spread.

⁴⁰ *Ibid*, p.32

	Example: Fur, Girl, Bird
ɔ:	Characteristics The position is between the half open and half close position, lips are loosely rounded. Example: Saw, Sure, Call

c. Open Vowels

For open vowels the tongue is low in the mouth.. moving from /æ/ all the way to /ɒ/ and differences in tongue position also need to be noted, as /æ/ is the front vowel and /ɒ/ is the back vowel.⁴¹

Table 2. 5 Open Vowel

æ	Characteristics The position is in the half open position, lips are neutrally open. Example: Cat, Fat, Bat
ʌ	Characteristics The position just above fully open position, lips are neutrally open. Example: Cup, Fun, Done
ɑ:	Characteristics The position is the centre and the back, lips are neutrally open. Example: Father, Dark, Far
ɒ	Characteristics The position is fully open position, lips are lightly rounded. Example: Got, Box, Lock

C. Concept of Teaching Pronunciation

The most fundamental reason for teaching pronunciation in class is that student errors in pronunciation can lead to

⁴¹ *Ibid*, p.33

misinterpretation or unsuccessful communication. For example, if a student says, "I don't like the story" in history class, it will probably result in misinterpretation for several reasons. It will be understood that the person does not like a particular person from the story of a male person or does not like the history class itself. This one has to do with errors in emphasizing words in a sentence so that the meaning or function of speech is misinterpreted. Putting proper stress and even onto other aspects of pronunciation such as intonation can affect misunderstandings. As Kelly says, teaching pronunciation is an important foundation regarding student mistakes that can hinder successful communication.⁴² Therefore, overcoming pronunciation errors is a very big thing for teachers to teach in class.

In reality, setting up teaching-learning pronunciation in class attracts little attention. Pronunciation is less well-known to teach than grammar and vocabulary, so students must learn it. According to Hariri, foreign language teachers should emphasize pronunciation in class, as sounds play an important role in communication.⁴³ The problem of teaching pronunciation in class is to affirm students' clarity, so that ambiguous messages between speaker and listener will be reduced. Gilbert added that there are two fundamental reasons for teaching pronunciation: students need to understand and be understood.⁴⁴ If they are incomprehensible and cannot understand spoken English well, they are disconnected from the language. All these ideas lead to the conclusion that speech recognition and voice production are obliged to carry out good communication, so one has to deal with both: segmental and suprasegmental aspects. As a non-English speaking country, pronunciation teaching in Indonesia emphasizes segmental aspects (individual sounds or words) rather than suprasegmental

⁴² Gerald Kelly, *Op. Cit.* p.11

⁴³ M. Hariri. "A review of literature: a gender-based study of pronunciation accuracy". *Research Journal of Applied Sciences, Engineering and Technology*, Vol.4 , (2012), p. 461

⁴⁴ Gilbert, J. 2008. *Teaching pronunciation: using the prosody pyramid*. Cambridge:Cambridge University Press.

(intonation and stress). This truth is that the target language has some different pronunciation features to the mother tongue so amplifying smaller areas such as individual sounds and words would be a good strategy. However the environment suggests for a larger problem, to be communicative students, they must master either for segmental or suprasegmental.

Having a pronunciation like a native is not the purpose of learning pronunciation. According to Linda, there are more realistic goals than learning pronunciation: clarity, comprehension, accent, and voice quality.⁴⁵ Intelligibility is the extent to which students can recognize words, phrases, and speech. Comprehensibility, or "comfortable clarity" refers to the ease with which students can understand non-native speakers. Another term, accent describes the distinctive features that distinguish native speakers and non-native speakers. The final goal of pronunciation is to have good sound quality. It refers to the features of pronunciation in speech (pitch level). Newton also added that having phonological loops is important to learning pronunciation. This term means that the brain usually pronounces the word and it becomes long-term memory. In conclusion, learning pronunciation is not a matter of getting pronunciation like the original, but of being understood, understood, and accented well verbally.

Techniques and activities should be applied to the classroom to achieve all the described pronunciation goals. Kelly argues that some several techniques and activities can be used.⁴⁶ They are described below:

a) Drilling

The most widely used technique in pronunciation classes is drilling. Drilling refers to a learning characteristic in which the teacher utters a word/sentence and then the student repeats it. The drilling technique aims students to develop better pronunciation and remember new items.

⁴⁵ Linda Lane. *Tips for Teaching Pronunciation: A Practical Approach*. (White Plains, NY: Pearson Education ESL, 2010). p. 2

⁴⁶ Gerald Kelly, *Op. Cit.* p. 15-22

b) Minimal Pairs

Minimal pairs are words or utterances that differ only in one phoneme. Cut /kʌt/ and Cat /kæt/ are examples of minimal pairs. They differ only in one phoneme. Teachers can use this technique to ease the pronunciation of difficult words by comparing them with easy ones.

c) Listening Activities

Teachers often use printed books, and broadcasts or recorded materials to learn languages. Listening comprehension in course books is also designed to sound as realistic as possible. Listening activities can help students pay attention to pronunciation features and have meaning and pronunciation of certain aspects.

d) Reading Activities

Reading activities can help students learn pronunciation. Like listening, reading is a receptive skill (students accept-language rather than produce it) and distributes language features to students' attention. Any kind of text can be selected to perform in class and so can activities.

D. Concept of Media

1. Definition of Media

Generally, media used by the teacher for teaching learning to effectively and give motivate the student in learning. Chan defined media as a system of communication, information or entertainment.⁴⁷ In the educational area, media is frequently utilized to help students gain insightful knowledge by facilitating the ease of absorbing the abstract materials. Chalkboards and text books are well-known samples of media used in classrooms. Cd, Audio, Animation is also representative

⁴⁷ Meng Chan, Wai, Et Al. *Media in Foreign Language Teaching and Learning*.(Germany: De Gruyter Mouton, 2011) p. 2

when it talks about multimedia technology. Simply, They bridge students to get to the target of learning and ease them in various ways. Henceforth, Media is any component used to distributed, connect or bridge students to gain knowledge that students need. And then so, the researcher using sound-color chart media to teaching and learning in the classroom activity.

2. Types of Media

There are six basic types of media. They are as follows:

a. Text

Text is commonly used in teaching and learning. It consists of alphanumeric characters which may be displayed in any form such as books, posters, newspapers, magazines, and other kinds of printed or digital texts.

b. Audio

Audio is another type of media that is most often used in teaching and learning. It consists of direct sound or recorded voice that is audible such as audiobooks, songs, teacher's voice, noises and so on.

c. Visual

Visual media deals with seeing. It consists of media such as drawing a pictures, still pictures, cartoons, comics etc.

d. Motion

Motion is one of the types of media that provides a moving medium. Motion media covers examples such as video, animation, filmsand etc.

e. Manipulative

Manipulative media is a term that refers to real objects and models. It proposes three-dimension and is touchable by sense.

f. People

The final type of media is people. People here mean everybody is related to the teaching and learning process: teachers, students, or anyone.⁴⁸

3. Advantages of Using Media

There are some advantages of applying media in classroom activities. Here is the list:

- a. Increasing the students' experience.
- b. Giving exposure between students and their environments.
- c. Helping students to understand instructional materials.
- d. Reinforcing students' comprehension.
- e. Arising students' motivation to learning.
- f. Creating systematic teaching and learning.⁴⁹

E. Color Vowel Chart Media

1. Definition of Color Vowel Chart

Color vowel chart is a visual of sound that is simple and deep. Karen and Shirley stated that the color vowel chart are a way of teaching English that connects spoken and written forms and has implications for vocabulary development, reading readiness, and spelling instruction.⁵⁰ A pronunciation aid for teaching and learning English is the color vowel chart. The chart is a useful method for taching spoken English when used in conjunction with the teaching strategies. The chart will make it simple for teachers to include pronunciation instruction in all of their lessons, helping studnts to understand and use spoken English ore effectively. With the use of this tool, teachers and students can discuss the important English sounds without the

⁴⁸ Yuliana. "The Influence of Using Audio Visual Media Towards Students' Listening Comprehension at the Eleventh Grade of MAN Central Lampung in the Academic Year 2014/2015". (Thesis of English Education Study Program of UIN Raden Intan Lampung, Lampung, 2015) p. 22-23

⁴⁹ Nuhung Ruis Et Al, *Op.Cit.*, p. 2

⁵⁰ Taylor, K. & Shirley Thompson. (2016) *The color vowel approach: resources for connecting pronunciation to vocabulary, reading and spelling* (Second Edition). (USA: Sama FeNM)

need for phonetic symbols. The chart represents the English vowel sounds using colors and keywords rather than phonetic symbols. This gives both teachers and students a simple approach to explaining and practicing spoken English at the word and phrase level.

The chart is effective because it focuses the learners' attention on stress, an aspect of English-speaking skills that is crucial to clear communication. This focus on word stress and phrase stress helps learners first hear and then produce the rhythm that characterizes spoken English. This rhythmical pattern of stressed and unstressed syllables is the key to speaking clearly and understanding spoken English. Stress is a central element of spoken English. Stress can change the meaning of a word or phrase. It can indicate agreement or disagreement or be used to connect an inaccuracy or misunderstanding. Most importantly, it tells the listener what to pay attention to in a conversation. Thus, focusing on stress is fundamental.

The English vowel sounds are represented by the color vowel chart. The Hue vowel chart shows how each color corresponds to a particular vowel sound. Each sound has a keyword (like "tea") and a color name (like "green"). Both words have the appropriate vowel sound. It can be seen in the chart below.



Figure 2. 4 Color Vowel Chart

The color vowel chart actually does much more than just show specific vowel sounds. Knowing where the stress is and what vowel sound is at the center of each English word and phrase on the basis of its primary stressed syllable. This is perhaps the single biggest predictor for speaking and listening comprehension as well as reading fluency in English.

Here, it's crucial to concentrate on a basic principle of spoken English: stressed word has only one primary stressed syllable, and the vowel sound at its center. We may declare that each phrase has exactly one color by using the color vowel chart to give that vowel sound a color. One, multi, and in phrase, for Example, first, which only has one vowel sound in one-syllable syllables (even if a word contains more than one vowel letter). Soup is "blue", bread is "red", and a knife is "white" for instance. Second, only one syllable in words with many syllables is stresses the most. The syllable becomes longer, louder, and higher in pitch when stressed than the other syllable. For instance, electricity is "red" and silver, while south.

The color vowel chart offers educators and students a simpler and more engaging approach to discussing spoken English. Teachers and students can simply refer to the "color" of the relevant vowel sound instead of having to write a phonetic symbol. The researcher will describe and examine the use of the color vowel chart from the official websites at "colorvowel.com" and "americanenglish.state.gov" as well as the use of the color vowel chart that the researcher discovered on some other websites, including journals, articles, and previous research.

2. Advantages and Disadvantages of Using Color Vowel

Chart Media

Like Two sides of the coin, color vowel chart has two sides: Good side (advantages) and Bad side (disadvantages): They are as follows:

a. Advantages of using color vowel chart media

The colors on a color vowel chart can represent the International Phonetic Alphabet, one big advantage of doing so is that it gives students a tool that allows them to decode pronunciation symbols in English. In addition, it can free students to work on pronunciation without spelling interruptions, color vowel charts also enable them to work without having to be distracted by the meaning of what they are saying. The phoneme /n/ has no meaning by itself, and although the word "child" certainly has meaning, knowing this meaning will not help the above student do the physical work necessary to pronounce the ending /n/. In addition, color vowel charts can effectively deal with fossil mispronunciations of familiar words by hiding the meaning of words behind colors. Even above the phonemic level, there is value in working on prosodics such as rhythm, stress, and phrasing without focusing on meaning, again just to get the physical properties of the task.⁵¹

b. Disadvantages of using color vowel chart media

There are some drawbacks to this. First, science symbols are similar, and in some cases identical, to English letters, which can mislead students in the same way as letters. Secondly, students often carry incorrect assumptions about the sounds represented by science symbols. They may be familiar with the symbol, and they may even be able to correctly identify where it occurs in a word, but they may have the wrong sound.⁵²

F. Procedure of Reading Aloud Strategy

Learning and using correct pronunciation is important. Therefore, the teaching of pronunciation is also important. As one of the teaching strategies, reading aloud can help students solve

⁵¹ Syaifullah, S. dkk. (2022) *Using the Color Vowel Chart in Teaching Speaking. ELT-Lectura*, 9(2), 136-150.

⁵² *Ibid*

problems when they have difficulty in pronunciation. This is supported by Huang that "Reading aloud is used as a primary and magical way to improve students' spoken English".⁵³ For some students who do not have language skills, reading aloud can train confidence and can help students overcome English mistakes such as impatience, repetition, improper pauses and develop natural and good pronunciation habits. By using the reading aloud strategy, students can test for themselves whether the pronunciation they say is correct or wrong. If the pronunciation is not correct, it can be revised by the teacher. Reading aloud not only helps us open our mouths, but also improves our spoken English skills.

Color vowel chart is a tool or medium for learning English especially for learning pronunciation. In the learning process media is only a tool used as a learning support, but for the learning process the media requires strategies or techniques to complement it. In this study, the researcher collaborated color vowel chart media with pronunciation learning strategies, namely reading aloud strategy. The reading aloud strategy is collaborated with color vowel chart media so that color vowel chart media can be used optimally. Here are some steps or procedures for using the reading aloud strategy, namely:

1. Preparation

The preparatory stage is concerned with preparing students to receive lessons. The preparatory step is an important step. The success of the implementation of learning depends on the preparatory steps. Some things that must be done in the preparation step include:

- a. Adjust the reading (in the study of reading short story sentence texts) to the age and attention span of the child. It can start with a short reading, gradually to a longer one.
- b. Give positive suggestions and avoid negative suggestions

⁵³ Lianguang Huang, *Reading Aload in Foreign Language Teaching, 2010*, English Department, Zhenjiang Watercraft College of PLA, Volume 6, p.149.

c. Start by laying out goals that must be achieved.

2. Presentation

The presentation step is the step of delivering the subject matter in accordance with the preparations that have been made. What teachers have to think about in this presentation is how to make the subject matter easily captured and understood by students. Therefore, there are several things that must be considered in the implementation of this step, including:

- a. Language use
- b. Voice intonation
- c. Maintain eye contact with students

3. Correlation

The correlation step is to connect the subject matter with student experience or with other things that allow students to capture the relevance in the structure of their knowledge. The correlation step is carried out to give meaning to the subject matter, both meaning to improve the structure of knowledge he already has and meaning to improve the quality of students' thinking skills and motor skills.

4. Application

The application step is a step for the student's ability. This step is a very important step in the expository learning process, because through this step the teacher will be able to collect information about the mastery and understanding of the subject matter by students. The usual techniques in this step include: by making assignments relevant to the material presented, by providing tests that are in accordance with the subject matter that has been presented.⁵⁴

The procedure for implementing the reading aloud strategy in this study is as follows:

⁵⁴ Melvin L. Silberman (2004), *Active Learning*. Bandung. Musa Media dan Nuansa

1. The teacher chooses the reading text material according to the theme to be taught.
2. The teacher motivates students about the material to be taught.
3. The teacher explains the topic and learning objectives to be achieved in this meeting.
4. The teacher displays interesting learning media according to the theme of the lesson.
5. The teacher asks students to follow the teacher's reading according to the rhythm and intonation of the sentences exemplified by the teacher.
6. The teacher reads sentences from the text written on the blackboard according to the rhythm and intonation of the sentences, then the students follow the teacher's reading and imitate the teacher's intonation.
7. Students follow the teacher's reading, starting classically then group
8. After all the students read the sentences in the text fluently and intonation is correct, the teacher stops the practice.
9. The teacher explains the content of the reading text while asking questions and answers with the students.⁵⁵

G. Procedure of Teaching Pronunciation by using Color Vowel Chart media through Reading Aloud

The use of sound color chart media in the learning process is to make it easier for students to remember the vowel sound on the phonetic symbol and how to pronounce it contained in the media. In this study, the researcher used color vowel chart media and applied reading aloud technique in the pronunciation learning process. The researcher also guided students in the learning process as follows:

1. The teacher choosed reading text material with the fairy tale theme to be taught.
2. The teacher motivated students about the material to be prepared.

⁵⁵ *Ibid*

3. The teacher explained the topic and learning objectives for this meeting.
4. The teacher displayed a colour vowel chart and explained the colours that represent English vowels and how they sound.
5. The teacher gives examples of words from each vowel and separates each term according to its vowel and colour. Then, the teacher reads aloud the sample words of each vowel.
6. The teacher asks students to read aloud the sample word of each vowel and remember the vowels sound corresponding to its color.
7. The teacher gives feedback to the students by correcting the students who mispronounced.
8. The teacher asks students to read individually and asks their deskmates to listen and comment on their pronunciation.
9. The teacher asks students to read aloud word for word paying attention to vowel sounds in English. Students read one by one in front of the teacher

Based on some statement above, the researcher concluded that be procedure of teaching pronunciation by using color vowel chart media through reading aloud in this research can be described as follows:

Pre-Activity

1. The teacher opens the class with greetings and prays together
2. The teacher checks the attendance of students
3. The teacher conveys the basic competencies and goals to be achieved
4. The teacher motivated to students before learning

While Activity

1. The teacher introduced the color vowel chart media, pointed to each color, and then said the color name and keyword.
2. The teacher practised each vowel sound and equalized the vowel sounds and colors found in the media. The teacher gave an example of a word that corresponds to a vowel, for example, "Blue Moon" with a vowel symbol that is /u:/. The

teacher reads the word aloud so that students can understand the teacher's meaning.

3. The teacher created a list of colored vowels or a wall of words on the board to categorize and review the terms according to the sounds they emphasize. Identify the color of a particular word or short phrase, and check it with other terms of the same color.
4. The teacher asks students to make their word lists in their notebooks and write the words in the boxes according to the vowel sounds (colors) emphasized.
5. The teacher reads aloud the words in each box, paying attention to the vowel sounds emphasized together.
6. The teacher asks students to read aloud the sample words in each box paying attention to the vowel sounds emphasized together.
7. The teacher gives feedback to the student by correcting to the student who mispronounces his vowel sounds.
8. The teacher asks students to repeat the words in the list as exemplified, using gestures to show them lengthening the vowel sounds emphasized in each dish.
9. The teacher asks students to read individually and asks their deskmates to listen and comment on their pronunciation.

Post-Activity

1. The teacher gave them worksheets in the form of short and simple narrative texts with the theme of fables, and then asked them to read aloud one by one in front of the teacher.
2. The teacher closed the classroom with prayer and farewell.

H. Concept of Picture

1. Definition of Picture

Picture are media that contain better meaning than writing, because in pictures there is a common language that is easy to understand and understand. Picture are a medium in teaching that is the best known sensory aid. Visualization is necessary for younger students because most activities for younger learners

should include movement and engage the senses. Many objects from the image are needed to work with. The use of image media is one alternative presentation method that is able to provide information to students quickly by shadowing what they imagine. In addition, Weight also argues that, some ways of using images that can insert students, help translate the core meaning of texts or elements of language, give context to student activities, provide cultural information, motivate students to speak and write, sponsor, stimulate and possibly guide, speak and write descriptions, narratives or dialogues, sponsor, stimulate and offer information for writing and speaking.⁵⁶

In the teaching of pronunciation, there are countless techniques, activities, or tools that can be used to achieve successful mastery. However, teachers should consider in choosing the right and suitable approach for students. Standard criteria should be established to produce effective learning. Image media is one of the media that can be used in teaching pronunciation, teaching pronunciation using pictures aims to improve student pronouns. To learn pronunciation, the teacher provides images that are in accordance with the material, namely narrative text. The teacher gives students a picture of the vowel or phonetic symbol of the vowel to understand, after which the teacher gives an explanation regarding the image and how to pronounce it. Then the teacher gives the text of the fable story and gives instructions to read the text aloud. Practicing students' pronunciation through reading text aloud has proven to have several advantages. Kelly argues that the advantages of reading text aloud can give students the opportunity to learn spelling, stress, intonation, connecting voices and connected speech.⁵⁷ Therefore, image media can be used to teach pronunciation through text that matches the image through giving strategies such as reading text aloud.

⁵⁶ Wright, Adrew. 1989. *Pictures fo Language Learning*. United Kingdom: Cambridge University Press

⁵⁷ Gerald Kelly, *Op. Cit.* p. 22

Image media relies solely on the sense of sight and its size is limited to large groups. Therefore, a good image to be used as a thirsty learning medium meets the following requirements:

1. Authentic is that the image must show the actual situation as people see it.
2. Simple is the composition of the image should clearly show the main points in the picture.
3. Relative size is being able to zoom in and out of the actual object or objects.
4. Picture should contain motion or action.
5. Picture should be good in terms of art and appropriate to the learning objectives.⁵⁸

2. Advantages and Disadvantages of Picture

a. Advantages of picture

Every media used in the teaching and learning process certainly has advantages. The advantages of image media according to Sadiman are as follows:

1. Its real nature is more realistic to show the subject matter than a mere verbal picture.
2. Picture are able to overcome the limitations of space as well as time
3. Picture are able to overcome the limitations of observation
4. Pictures can clarify a misunderstanding problem in various fields so as to overcome the misunderstanding.
5. The price is cheap and also easy to get and without using special equipment when used.⁵⁹

b. Disadvantages of picture

The weaknesses or disadvantages of image media according to Sadiman are as follows:

⁵⁸ Doni, A., dkk. (2019), *Pengaruh Penggunaan Media Gambar terhadap Keterampilan Berbicara Bahasa Inggris*, Jurnal Kredo.

⁵⁹ Arief S. Sadiman, dkk, *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatan*, (Jakarta: Rajawali Pers, 2014), 29-31

1. Only on visual media
2. The size of the images is often not appropriate for teaching in group form
3. Teachers must be skilled in utilizing image media
4. Just emphasizing the beautiful view of the eyes
5. Drawing objects that are too complex, less effective for learning activities
6. Limited size for large groups
7. It requires limited resources and foresight skills to take advantage of it.⁶⁰

I. Procedure of Teaching Pronunciation by Using Picture through Reading Aloud

In this study, the researcher used image media to help the teaching and learning process in class control. The researcher also guided students in the learning process as follows:

1. The teacher choosed text narrative material with the theme of the fairy tale to be taught.
2. The teacher motivated students about the material to be taught.
3. The teacher explained the topic and learning objectives to be achieved in this meeting.
4. The teacher help students understand and practice vowel sounds in ponetic symbols contained in pictures.
5. The teacher asks the students to practice vowel sounds and remember the sounds
6. The teacher makes a list of words that correspond to the vowel sounds for reading practice while keeping in mind the vowel sounds in the text.
7. The teacher read aloud the list of words according to the rhythm and intonation of the sentence. Then the teacher asks the students to read aloud the list of words together according to the rhythm and intonation of the sentence to know their pronunciation ability.

⁶⁰ *Ibid*

8. The teacher gives feedback to the students by giving some corrections to the students who mispronounced. The teacher trains students to familiarize them with vowel sounds in English by asking students to read the word list aloud. Students work in pairs and ask their friends to listen and comment on their pronunciation.
9. The teacher asks students to come forward one by one to reading aloud the list of words.

Based on some statement above, the researcher concludes that be procedure of teaching pronunciation by using picture through reading aloud in this research can be described as follows:

Pre-Activity

1. The teacher opens the class with greetings
2. The teacher checks the attendance of students
3. The teacher conveys the basic competencies and goals to be achieved
4. The teacher provides motivation to students before learning

While Activity

1. The teacher introduces the drawing media and explains the topic of the material
2. The teacher explains and practices the vowel sounds in the ponetic symbols contained in the picture.
3. The teacher asks students to practice vowel sounds and remember the sounds
4. The teacher makes a list of words that correspond to vowel sounds, for example the word "Freezer" with the vowel / i:/ and another to make it easier for students to understand English vowel sounds.
5. The teacher reads aloud the list of words according to the rhythm and intonation of the sentence
6. The teacher asks students to read aloud the list of words together according to the rhythm and intonation of the sentence to know their pronunciation skills.
7. The teacher gives feedback to the student by giving some corrections to the student who mispronounces his vowel sounds.

8. The teacher asks students to repeat the words in the list as exemplified, using gestures to show them lengthening the vowel sounds emphasized in each word.
9. The teacher asks students to read individually and asks their deskmates to listen and comment on their pronunciation.

Post-Activity

1. The teacher gave them worksheets in the form of short and simple narrative texts with the theme of fables, then asked them to read aloud one by one in front of the teacher.
2. The teacher closes the classroom with prayer and farewell.

J. Hypothesis

Based on the theories and explanation above, the hypothesis in this research will be:

Ha: There is a significant influence of using color vowel chart media toward students pronunciation in English vowels at the first semester of eighth grade of SMPN 19 Bandar Lampung in the academic of 2023/2024?"

Ho: There is no significant influence of using color vowel chart media toward students pronunciation in English vowels at the first semester of eighth grade of SMPN 19 Bandar Lampung in the academic of 2023/2024?"

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