

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

In this chapter the researcher presents the result and discussion of the data obtaining the observation, interview, and documentation. This chapter contains the analysis of students' pronunciation ability by using cognitive learning theories in English subject at the eighth grade at SMPI At-Tablighiyah East Ponjanan Batumarmar.

A. Research Finding

The researcher would like to explain the result of research about analysis of students' pronunciation ability by using cognitive learning theories in English subject at the eighth grade in SMPI At-Tablighiyah east Ponjanan Batumarmar, what the type of cognitive learning theories used to analyze pronunciation ability by the teacher, and the students' response during using cognitive learning theories for pronunciation ability. The theory used by the English teacher is learned centered, learning through discovery, and personalized learning. The accumulation of data from learner-centered is 05 data and the data from learning through discovery 03 data, and personalize learning is 03 data. And the kind that English teacher never used was learning through discovery, and personalize learning during the teaching learning process. With this theory, it can help the students to correct the wrong pronunciation. With this cognitive learning theory, students provide a good and easier response in capturing lessons.

In collecting the data, the researcher use interview, observation and documentation. For interview the researcher use structured interview because the researcher have prepared the question of this research before conducting interview. For observation the researcher used nonparticipant observer, because the researcher just would like to join, observe and to know the type of cognitive learning theories that used by English teacher in English subject at SMPI At-Tablighiyah. And for the documentation the researcher takes some pictures and record as documentation to show how the data support by the situation in the class.

The researcher taken permission to conduct the study in SMPI At-Tablighiyah on Mei 27th 2021. The researcher conducted this research about three meetings. The first steps the researcher conducted on May 29th 2021. The second steps the researcher conducted the research on June 03rd 2021. And the last steps the researcher conducted the research on June 05th 2021.

The first meeting was conducted on May 29th 2021 at 09:30 a.m until 10:30 a.m. In this observation, the researcher observed in the class in teaching learning process. In learning process there are some process in teaching learning namely pre teaching, whilst teaching and post teaching.

1. Pre teaching

- a. The teacher prepared the book
- b. The teacher greeted the students by saying “Assalamualaikum Warohmatullahi Wabarokatuh, good morning my students”

- c. The teacher opened the teaching process with reciting pray together
 - d. The teacher introduced the researcher
 - e. The teacher checked attendance list
 - f. The teacher asked the students about assessment in previous meeting
2. Whilst teaching
- a. The teacher asked the students to translate the dialogue in the book for about
 - b. The teacher made pairs to the students to read the dialogue in front of the class
 - c. The teacher gave examples when there is wrong pronunciation and give correct pronunciation
 - d. The teacher asked the students to try to correct pronunciation
3. Post teaching
- a. The teacher concluded the material
 - b. The teacher gave homework to the students
 - c. The teacher asked the students to translate the dialogue in next meeting
 - d. The teacher closed the class by reciting pray together

The second meeting was conducted on June 03rd 2021. It was started at 08:00 a.m until 09:00 a.m in the second meeting is same steps with the first meeting in teaching learning process. Each steps as follow:

1. Pree teaching

- a. The teacher prepared the book
 - b. The teacher greeted the students by saying “Assalamualaikum Warohmatullahi Wabarokatuh, good morning my students”
 - c. The teacher opened the teaching process with reciting doa together
 - d. The teacher checked attendance list
 - e. The teacher asked the students about assessment in previous meeting
2. Whilst teaching
- a. The teacher asked the students to read and translate the dialogue in the book
 - b. The teacher made pairs to the students to read the dialog in front of the class
 - c. The teacher gave examples when there is wrong pronunciation and give correct pronunciation
 - d. The teacher asked the students to try to correct pronunciation
3. Post teaching
- a. The teacher concluded the material
 - b. The teacher gave homework to the students
 - c. The teacher asked the students to translate the dialogue in next meeting
 - d. The teacher closed the lesson by reciting pray together

The result based on the first and second observation in analysis the types of cognitive learning theories used to analyze pronunciation ability in English Subject at the eighth grade in SMPI At-Tablighiyah, most of the

teacher in the class use three types of cognitive learning theories namely learned centered, learning through discovery, and personalized learning. Because the teacher give correction when the students wrong pronounced the word incorrectly and ask the students to try correct pronunciation.

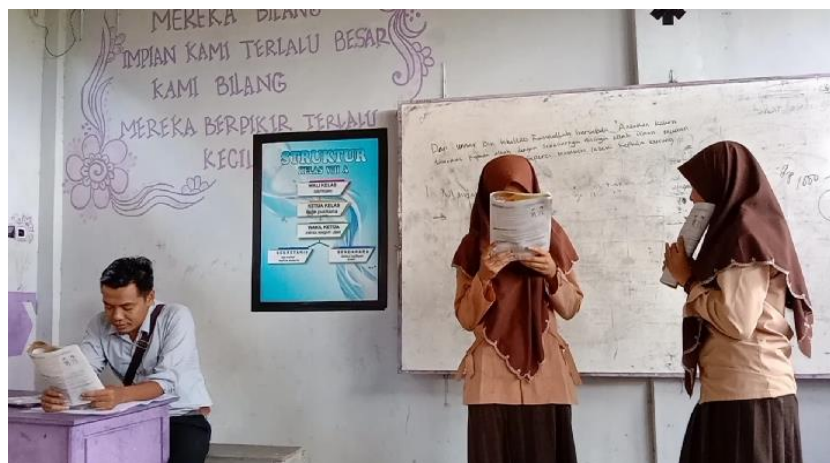
Learner-centered it means that when the student already has basic knowledge and the teacher adds knowledge that his already knows.

Here the teacher during the training of learners in classroom:

- a. Should give emphasis to pronunciation that students do not know.
- b. Each session for tasks that students should perform is asked to recite a word that is less understood.
- c. Teachers give students correct pronunciation
- d. New information must be instilled in learners so that students can readily recite words and build on that which is already understood.

The data finding from learner-centered were 05 data. Here some example from learner-centered:

- a. The pronunciation of this word is Basketball/'bɑ:skɪt,bɔ:l/
not /'bɑ:skɪt,bɔ:l/
- b. Oke wait, the correct pronunciation is Idea / aɪ'diə/
- c. Suddenly, "U" read "ʌ", so can read /'sʌdnli/
- d. Repeat after me "wonderful /'wʌndəfʊl/Oke my students
this is accompanied /ə'kʌmpənɪd/ not /ə'kɒmpənɪd/



Pictures1.1 The teacher give the correct pronunciation to the students.

Learning Through Discovery is the material or lesson materials that will be presented are not presented in the final form but students as learners are encouraged to identify what is known as continuing by searching for information then constructing or shaping (constructive) what they know and they understand in a final form.

At this stage learners are given the motivation or stimulus to focus on the topic "broken leg" by inviting learners to sit in front of the class with their deskmate. Teachers give learners the opportunity to look up the meaning of the word in the book that deals with "broken leg" until learners can think and ask.

1. The teacher asks learners: What is the meaning of "broken"?
2. The learner was asked to translate the vocabulary the teacher had given
3. Learners are asked to recite the word asked by the teacher

The data finding from learning through discovery were 03 data.

Here some example from leaning through discovery

- 1) The teacher asked the students, What is the meaning of “journey”?
- 2) After you know all the meaning in this dialogue, please read the meaning in its entirety and deduce the point of the dialogue.
- 3) What do you know about “the broken leg”



Pictures 2.1 The process of correction

Persolized learning is privately based learning. It is means that it adapts to strength. Many factors influence that, such as; social environment, basic knowledge a person and learing experience.

Here are the learning steps from teacher in the classroom:

- a. The teacher understand who your learners and how they learn best.
- b. The teacher desain a stage one personalized learning environment.
- c. The teacher develop of universally desaigned lesson.
- d. Facilitated driving and supporting question.

- e. The teacher can choose tools, resource, and strategi for learning and teaching.
- f. The teacher use assessment as learning

After the teacher use the learning steps above:

- 1)Students have a new experience of existing situations or reinterpretation of experiences.
- 2)At this stage, from experience, Students discovered the discrepancy between experiences experienced with knowledge.
- 3)At this stage, the students come up with an idea the new and correct concept.
- 4)The students read the results from that experience.

There are 03 data from personalized learning

- a. When the student read “station” the teacher correct and give the right pronunciation.
- b. Apa arti dari “rainy season” pak?
Sir what is the meaning from “rainy season”
- c. The teacher give the assessment to the students and request opinion from the students.



Pictures 3.1 The student read the text and translate it.

Here, the most popular of cognitive learning theories used by the teacher in teaching pronunciation ability based on the students in English subject at the eighth grade in SMPI At-Tablighiyah, the researcher want to know the most popular of the theories that used by the teacher in classroom. The researcher give the results of the collecting of data and information from observation and interviews found in the class that the most popular theory used by the teacher in teaching pronunciation ability in classroom is Learner-Centered. Because the most data that used by the teacher in teaching pronunciation ability namely Learner-Centered with 05 data.

Here, the some examples of when the students wrong pronunciation are:

Number	Error in vowel and consonant	correction
1	Journey /' dʒu:ney/	/' dʒɜ:ni/
2	took /took/	/tok/

3	Arrived /a'raɪəd/	/ə'raɪvd/
4	wonderful /'wɒndəfʊl/	/'wʌndəfʊl/
5	Had /hʌd/	/hæd/
6	Sunbathing /'sʌn,beɪðɪŋ/	/'sʌn,beɪðɪŋ/
7	Sandcastle /'sænd,kɑ:stl/	/'sænd,kɑ:sl/
8	Season /'si:zən/	/'si:zn/
9	Coach /ko:tʃ/	/kəʊtʃ/
10	Court /ko:rt/	/kɔ:t/
11	Running /'rʌnɪŋ/	/'rʌnɪŋ/
12	Basketball /'bɑ:skɛt,bɑ:l/	/'bɑ:skɪt,bɔ:l/
13	Idea /ɪ'diə/	/aɪ'diə/
14	Warned /wɑ:nɛd/	/wɔ:nd/
15	Slippery /'slɪpəri/	/'slɪpəri/
16	Energetically /,ɛnədʒɛtɪkəli/	/,ɛnə'dʒɛtɪk(ə)li/
17	Tried /traɪd/	/traɪd/
18	Suddenly /'sʌdnli/	/'sʌdnli/
19	Unluckily /ʌn'lʌkɪli/	/ʌn'lʌkɪli/
20	Quite /kwaɪt/	/kwaɪt/
21	Grew /gre:/	/gru:/
22	Noticed /'nəʊtɪst/	/'nəʊtɪst/
23	Accompanied /ə'kɒmpənid/	/ə'kʌmpənid/

Based on the interview on Wednesday at 05th June 2021 the researcher are also interviewing all the students about the difficulties

the students when pronounce word and the students response when their teacher used cognitive learning theories their can help them to more understand about the material. They are Alfi Laily, Devi Ulfatul Hasanah, Lailatul Putriana, Lailatul Badriyah, Tiana Anggraini, Nabila, Nur Jannah, Pusari, Putri Masriatul Hasanah, Siti Rahmah, Serina Aulia Maharani, Zelvia Ningsih Utari. And the following data are some their response.

The difficulties from some students when pronounce word on the text because they unfamiliar with the text, and rarely listen to correct pronunciation.

Serina Aulia Maharani:

“Gini mbak, kesulitan saya dalam pengucapan bahasa inggris karna saya tidak tau cara membacanya, dan jarang membaca dalam teks inggris”¹

“like that, my difficulties in pronounce word because I don know how to read dan rarely read in English text”

Pusari:

“Kesulitannya itu cara bacanya tidak sama tulisannya, jadi bingung mau bacanya bagaimana, dan ada beberapa kata yang tidak tau karena tidak biasa”²

“the difficulty is how to pronounce not some with the teks, so make me confused how it is read. And there are some words that simply aren’t unusual.

The students response when their teacher used cognitive learning theories. Here some respond:

¹ Interview with the students, Serina Aulia Maharani, 05th June 2021

² Interview with the students, Pusari, 05th June 2021

Putri Masriatul Hasanah stated:

“menurut pendapat saya bagus, karena membuat saya mengerti and tau bagaimana cara pengucapan yang benar. Menurut saya ketika pembelajaran menggunakan teori cognitive itu lebih mengerti”³

“In my opinion is good, because make me understand and know how to pronounce well. according to me in teaching learning when using the cognitive learning theories is more understandable”

Lailatul Badriyah stated:

“itu lebih baik karena ketika saya dan teman saya ada kesalahan pengucapan mambuat saya lebih tau cara pengucapan kata”⁴

“It is better because when me and my friends there is wrong in pronounciation make me know more to pronounce word”

Alfi Laily stated:

“aku pikir bagus, karena beberapa temanku bisa mengerti tentang bagaimana cara pengucapan yang benar, jadi teori ini membuat aku dan temanku lebih mudah dalam belajar”⁵

“I think oke, because some of my friends can understand about how to pronounce well, so this theory make me and my friends easily to study”

Pusari stated:

“menurut saya ini bagus, ketika guru menggunakan tepri cognitive learning membuat sara lebih mengerti”⁶

“According to me is good, the teacher learning when using the cognitive learning theories make me more understandable”

Siti Rahmah stated:

³ Interview with the students, Putri Masriatul Hasanah, 05th June 2021

⁴ Interview with the students, Lailatul Badriyah, 05th June 2021

⁵ Interview with the students, Alfy Laily, 05th June 2021

⁶ Interview with the students, Pusari, 05th June 2021

“saya pikir bagus untuk saya, karena guru menggunakan teori cognitive di kelas menjelaskan tentang cara pengucapan yang benar”⁷

“I think it is okay for me, because the teacher use cognitive learning theories in the class explaining about how to pronounce well ”

B. Discussion of Research

In this section, the researcher covered everything in research finding. In data that have found by the researcher, the researcher would like to give explanation for the students about what are the type of cognitive learning theories used by the teacher in teaching pronunciation in English subject at the eighth grade in SMPI At-Tablighiyah and what is the most popular of cognitive learning theories used by the teacher in teaching pronunciation ability based on the students in English subject at the eighth grade in SMPI At-Tablighiyah East Ponjanan Batumarmar.

1. What are the type of cognitive learning theories used by the teacher in teaching pronunciation in English subject at the eighth grade in SMPI At-Tablighiyah East Ponjanan Batumarmar?

There are three of cognitive learning theories that used by the teacher:

- a. Learner-Centered

Cognitive learning theory is the process of giving new knowledge to adjust the knowledge already possessed by the student. It means that a teacher must have an ability in material mastery. Cognitive is a problem that involves

⁷ Interview with the students, Siti Rahmah, 05th June 2021

the ability to develop rational (sense) abilities.⁸ It means that cognitive is a person who already has an early knowledge, which in the teacher learning process would link student new knowledge with the student's old knowledge.

Here the teacher during the training of learners in classroom:

- a. Should give emphasis to pronunciation that students do not know.
- b. Each session for tasks that students should perform is asked to recite a word that is less understood.
- c. Teachers give students correct pronunciation
- d. New information must be instilled in learners so that students can readily recite words and build on that which is already understood.

Based on the theory above, here the finding when the teacher perform classed based on the theory above, that the teacher used learner-centered when teaching pronunciation in classroom. The teacher gives the topic about "broken leg". He asked the students to read the dialogue in front of the class with her friend. When the students have error pronounce in pronouncing words the teacher give her

⁸ Dr. H. M. Muchlis Solichin, M Ag, *Psikologi Belajar Dengan Pendekatan Baru* (Pena Salsabila, February 2017), 30

correction the error pronounce in pronouncing words, to make them easier and know how to pronounce the words correct and accurate in pronunciation.

The data finding from learner-centered were 05 data.

Here some example from learner-centered:

- 1) The pronunciation of this word is Basketball/'bɑ:skɪt,bɔ:l/ not /'bɑ:skɪt,bɔ:l/
- 2) Oke wait, the correct pronunciation is Idea / aɪ'diə/
- 3) Suddenly, "U" read "Λ", so can read /'sʌdnli/
- 4) Repeat after me "wonderful /'wʌndəfʊl/
- 5) Oke my students this is accompanied /ə'kʌmpənid/
not /ə'kɒmpənid/

b. Learning Through Discovery

Learning Throught Discovery is the material or lesson materials that will be presented are not presented in the final form but students as learners are encouraged to identify what is known as continuing by searching for information then constructing or shaping (constructive) what they know and they understand in a final form.

Teachers give learners the opportunity to look up the meaning of the word in the book that deals with "broken leg" until learners can think and ask.

- a) The teacher asks learners: What is the meaning of "broken"?

- b) The learner was asked to translate the vocabulary the teacher had given
- c) Learners are asked to recite the word asked by the teacher

Based on the theory that explained above, here the finding when the teacher used the same way with the theory, that the teacher used learning through discovery when teaching pronunciation in classroom. The teacher asked the students about assessment in previous meeting. The teacher asked to students about the meaning of the words. The teacher ordered the students to search the meaning in dictionary. From the process above the teacher want to make students critic and to make the students know the meaning of a word they do not already know.

The data finding from learning throught discovery were 03 data. Here some example from leaning through discovery

1. The teacher asked the students, What is the meaning of “journey”?
 2. After you know all the meaning in this dialogue, please read the meaning in its entirety and deduce the point of the dialogue.
 3. What do you know about “the broken leg”
- c. Personalized Learning

Personalized learning is privately based learning. It means that it adapts to strength. Many factors influence that, such as; social environment, basic knowledge a person and learning experience.

Here are the learning steps from teacher in the classroom:

- a. The teacher understand who your learners and how they learn best.
- b. The teacher desain a stage one personalized learning environment.
- c. The teacher develop of universally desaigned lesson.
- d. Facilitated driving and supporting question.
- e. The teacher can choose tools, resource, and strategi for learning and teaching.
- f. The teacher use assessment as learning

Here the finding when the teacher used personalized learning in teaching pronunciation in classroom. The teacher asked the students about assessment in previous meeting. In this part, students are required to translate the dialogue in the book, and read it in front of of class. Before the teacher asked the students to read it, the teacher give the example to

pronounce words to make sure that what the students have pronounced is correct pronunciation.

There are 03 data from personalized learning

1) When the student read “station” the teacher correct and give the right pronunciation.

2) Apa arti dari “rainy season” pak?

Sir what is the meaning from “rainy season”

3) The teacher give the assessment to the students and request opinion from the students.

All the teaching learning process in classroom of the first meeting and second meeting above run effectively because the teacher in teaching learning proses in the classroom suitable with the theory above . It based on the interview with some students in eighth grade in SMPI At-Tablighiyah, they said that they were more understands when the teacher used this theory and can know how to pronounce correctly.

2. The most popular of cognitive learning theories used by the teacher in teaching pronunciation ability based on the students in English subject at the eighth grade in SMPI At-Tablighiyah East Ponjanan Batumarmar

From the research finding above, in the second discussion is the most popular of cognitive learning theories used by the teacher in teaching pronunciation ability based on the students in English subject at the eighth grade in SMPI At-Tablighiyah. In this section the researcher would like to describe based on the findings that the most

popular theories that used by the teacher is Learner-Centered with 05 data.

From the observations already made Learner-Centered becoming the most widely used theory by the teacher in teaching pronunciation ability in classroom. Than with learning through discovery and personalized learning. From learning through discovery found 03 data and personalized learning found 03 data.

From the research finding and discussion of this research, the researcher know that Learner-Centered most widely used in cognitive learning theories. Because it is easier for the teacher to use the theory and it is easier for the students to understand better when the teacher give the way to good pronunciation.

From the finding and discussed above, the researcher knows that the teacher use three theories when teach pronunciation ability but the most popular theory is Learner-Centered. So the teacher had been good enough when using cognitive learning theory in the classroom correctly and the students like this theory.