Improving Students' English Pronunciation Ability through Go Fish Game and Maze Game

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Abstract

The problem highlighted in this research is the low pronunciation ability of Kindergarten students in Al-Irsyad Madiun that is caused by (1) the uninteresting activities in learning English; (2) the students' difficulties of English pronunciation ;(3) the students' low motivation in learning. The theoretical review includes the young learners characteristics, games in language and games for young learners. The procedure of the research consists of identifying the problem, planning the action, implementing the action, observing the action, and reflecting the result of the research. In this research, the researcher acts as the teacher who conducts the action research in the classroom and she is helped by the classroom teacher and collaborator. In collecting the data, the researcher uses observational technique supported with tests. In analyzing the data, the researcher uses the field notes, teacher's diaries, students 'work supported with the cassette recording and photograph,then also compares the result of the students' pre-test and post-test to answer the research questions. It indicates significant improvement in the result of pre-test and post-test of cycle 1 and 2. In cycle 1, t_0 (2.55734) is higher than t_t (1.73) and in cycle 2, t_0 (6.765738) is also higher than t_t (1.73). From these two results, therefore, h_0 is rejected and the alternative hypothesis (h_a) is accepted. They practice their pronunciation through asking each other for cards to match those they have in their hands, arranging a word and sticking the alphabets on the flannel board in order to arrange the parts of tree, pronouncing the word, giving the meaning and making a sentence such as *Go Fish Game and Maze Game.* By conducting these games, using

interesting media, creating various interesting tasks and activities can increase the students' motivation in learning English and pronunciation ability.

Keywords: improving, pronunciation, Go Fish and Maze game.

A. Introduction

Teaching English in kindergarten in some ways is a big challenge. Firstly no curriculum is provided for teaching English in kindergarten. The absence of curriculum requires the teachers to provide everything. It is the teacher who should set up the objectives, decide the teaching materials with the teaching techniques, and choose the most appropriate evaluation. Secondly, teaching English in kindergarten is truly different from the one in higher levels due to the typical characteristics of the students. Young learners, as already known cannot sit still longer than 10-15 minutes. As such, teaching them demand high creativity.

Moon (2000) states that the child who speaks English as his language can be seen that he is still learning featured by the errors in his speech. By about four and a half years of age, however, he will have acquired the basic grammar system needed everyday communication, though there will be some complex aspect of grammar, e.g. sentence connectors, which he only finally acquires in his teens. A child is one of the language learners of English.

There are some problems to learn English for young learners, especially the kindergarten students. The first students'problem is pronunciation, because English is foreign language so they get difficulties to pronounce English words. Sometimes their pronunciation and the spelling are different but they guess the words, for example: the word"ball", they will pronounce it /*bal*/ and they can guess the word by using their logic. They usually read the words based on the letters (alphabets). It is assumed that most young learners can read English language at five to seven years old but they read the alphabets by imitating their teachers. The second problem is lack of language input.Most of kindergarten students are still passive.If the activities are done monotonously, they will be bored because there is no variation in that learning process. The only activity of their learning in class is they just do the LKS exercises or instruction. They are lack of practice to learn English. The activities should be done to make them active in the learning process. It means that the monotonous activity makes them bored to join the class activity and as the result they become noisy.

One of the prominent aspects in English teaching kindergarten is teaching pronunctiation. This is under consideration that pronunciation is one of

the most feasible language aspects to be taught in kindergarten. Teaching English pronunciation to kindergarten students means introducing English terms, such as terms in colors, school appliances, jobs, professions and, transportation by drilling, practicing and pronuncing some words, etc. Given the characteristics of young learners cited in the above paragraph, teaching pronunciation in kindergarten needs various teaching techniques. Conducting games is one of the alternatives to practice pronunciation.

Dealing with the problems above, the researcher wants to make improvement to solve the problems through games. By applying any kinds of games, the teacher can improve their interestin joining the lesson especially to improve their pronuniation ability.

It is also supported by Thomas & Clarke (2013) that teachers use games as learners make use of all their senses, sight, sound, touch, even taste and smell and learners learn in many different ways; by listening to what people tell them, by watching what they do, by copying them, by experimenting, finding things out for them and above all practicing various skills. Children also like to many activities by imitating what the teachers do and moving their bodies. Many movement exploration activities is helpful in facilitating for perceptual-motor integration. The following statement is devised by Sullivan in Alsemo & Franz (1995) Mirror (for five- to eight year olds) the objective is to become aware of the shapes of the body, to understand the role of the leader and to be responsible for another body's movement.

Domke (2003) states that children will like the relaxed atmosphere, the competitiveness, and motivation that games brought to the classroom. Students have a chance to use their imagination and creativity with the activities like games in the classroom so that they are motivated to learn.

Two games that will be conducted to improve the students' pronunciation ability are *Go Fish Game and Maze Game*. They are chosen by the researcher because they are considered suitable to improve pronunciation ability.

Based on the background of the study, then, the researcher formulate research questions as follows. 1) Can *Go Fish Game* and *Maze Game* improve the students' English pronunciation ability and how far can those games improve the students' English pronunciation ability? 2) What are the strengths and weaknesses of the implementation of *Go Fish Game* and *Maze Game* in improving the students' English pronunciation ability?

B. Literature Review
1. Young Learners and Their Characteristics

Scott & Ytreberg (1990) state the young learners, the five to seven year old, assume that as the beginners stage they can talk about what they are doing, they can plan activities, they can argue for something and tell you why they think what they think. They use logical reasoning. They can use their vivid imagination;

the can use a wide range of intonation pattern in their mother tongue. They can understand direct human instruction. Young children are often happy playing and working alone but in the company of others.

Ur (1996) defines that young learners view, based on many people's experience seeing children transplanted to foreign environment and picking up the local language with apparent ease. The obvious conclusion this experience would seem to be that children are intrinsically better learners. One of the apparent to this is pronunciation, which is learned more easily by younger children. The reason for children's apparently speedy learning when immersed in the foreign environment may be the sheer amount of time they are usually exposed to the language, the number of 'teachers' surrounding them, and the dependence on (foreign-language-speaking) people around to supply their needs ('survival motive'). Logically, this is true: the teacher can raise children motivation and enthusiasms (by selecting interesting activities, for example) more easily than of the older because young learners are more self-reliant.

In general, children have a great immediate need to be motivated by the teacher or the materials in order to learn effectively. Prizes and similar extrinsic rewards can help, but it is more effective on the whole are elements that contribute towards intrinsic motivation: interest in doing the learning activity itself. Such elements are most likely to be effective if they are based on an appeal to these senses or activate the children in speech or movement.

The three very important sources of interest for children in the classroom are pictures, stories and games; the first being obviously mainly visual stimulus; the second both visual and aural; and the third using both visual and aural channels as well as activating language production and sometimes physical movement.

Based on the explanation above it can be concluded that young learners are better learners in contributed environment.

According to Ur (1996) there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, as follows:

1. Form pronunciation and spelling

The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics and the other will be presented by the item for learner when encountering the item for the first time. In teaching, teachers need to make sure that other these aspects are accurately presented and learned.

2. Grammar

The grammar of new item will be necessary to be taught obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same time as teachers teach base form. When

teaching a new verb, for example, teacher must give also its past form, if this irregular (think, thought). Similarly, when teaching noun, teachers may wish to present its plural form, if it is irregular (mouse, mice).

3. Aspect of Meaning (1): denotation, connotation, appropriateness

The meaning of a word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in a dictionary. For example, dog denotes a kind of animal; more specifically, a common, domestic, carnivorous, mammal; and both *dank* and *moist* mean slightly wet.

A less obvious component of the meaning of an item is its connotation: the association, or positive or negative or negative feeling it evokes, which may or may not be indicated in a dictionary definition. The word dog, for example, as understood by most British people, has positive connotation of *friendship* and *loyalty*.

A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. For example, learners may know that *weep* is virtually synonym in denotation with *cry*, but general it is more formal, tends to be used in writing more than in speech, and is in general much less common.

4. Aspect of Meaning (2)" meaning relationship

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships: here are some of them the main ones.
    a. Synonyms: item that mean the same, or nearly the same; for example, bright, clever, smart, may serve as synonyms of intelligent.
    b. Antonyms: items that mean the opposite; rich is an antonym of poor.
    c. Hyponyms: items that serve as specific examples of general concepts; dog, lion, mouse are hyponyms of animal.
    d. Co-hyponyms or co-ordinates: other items that are the 'same kind of thing'; red, blue, green, and brown are co-ordinates.
    e. Super ordinates: general concepts that 'cover' specific items; animal is the super ordinates of dog, lion, mouse.
    f. Translation: words or expression in the learners' mother tongue that are more or less) equivalent meaning to the item being taught.

Based on the explanation there are some aspects such as pronunciation, spelling, grammar especially to make simple sentences, meaning relates to denotation, super ordinates, hyponyms, which are used by the researcher to conduct teaching vocabulary and used in test the students' vocabulary mastery. In this case, the researcher focusses on the students' pronunciation ability.

2. Games in Language

a. The Definition of Games

A game is an activity in which participants follow prescribed rules that differ from those of real life as they strive to attain a challenging goal (Smaldino, Russel, Heinich, & Molenda, 2005). Game as a structured activity with set rules for play in which two or more students interact to reach clearly designated instructional objectives. Competition and chance are generally factors in the interaction, and usually there is a winner.

Based on the definition above it can be concluded that games are considered as a way to help students not only to enjoy and entertain with the language they learn, but also practice it incidentally.

b. The Purpose of Language Games

Wallace in Sudiargo et al. (2003) says that language games have become more widely used in recent years. He mentions two reasons. Firstly, research on language learning has revealed that students' motivation and affective atmosphere in the classroom have great influence in the acquisition of language competence. Secondly in games there is real communication. If a game works properly, it will stimulate within the students 'desire to communicate in target language.

Furthermore, a game can help those who play to develop their inner self, help them relate to others more efficiently and cooperatively, train them in creative freedom as they feel less embarrassed or afraid and become more self-confidence, and finally bring them and facilitator closer, which eventually help to lower the tension and anxiety that prevent students from acquiring the language (Sudiargo et al., 2003).

Rixon (1996) also defines that the aim of the games is often to get students talking to one another rather than always addressing their remarks to the teacher or having him mediate what they say to one another. He further mentions that all teachers must have had experience of the students who refuse to look at anyone other than the teacher even when he is asked to say something to one of his classmates.

Although games can be used to practice language items at certain stages in the acquisition process, the main aim of the games should be to develop communication skills. Thus, games will cease to be just a reward or *relaxer* after working hard on other aspect of the course, and will come a stimulating and interesting way to help students acquire the target language without even realizing it.

Based on the explanation above it can be concluded that games provide an enjoyable atmosphere, a situation in which communication is essential, and a distraction from the study of the language itself.

c. The Values of Games

As stated by Sudiargo et al. (2003) that in recommending games for vocabulary learning, the aim has not been to suggest pleasant ways of passing time. Time passes to quickly in most classes, and the entertainment of students is not a teacher's responsibility However, language teachers are responsible for creating conditions which encourage vocabulary expansion, and well-chosen game can help the students acquire English words.

Games are helpful because they can make students feel that certain words are important and necessary, because without these words, the object of the game can not be achieved. Guessing games, for example, create conditions is necessary for leading the players to the correct guessing.

d. The Principle of Games

Talking about the technique of using games in class, teachers should know some important considerations in conducting games in class (Sudiargo et al., 2003) in the following:

a. Games should be flexible.
b. The teacher should pay attention that the focus of the games is not competition.
c. The teacher should avoid games that cause individuals to be singled and embarrassed in front of the groups or peers.
d. It is essentials that the errors made by the poorer pupils attempting to their participations are not analyzed in detail in the form grammar lesson.
e. The main aim of the game should be to develop communication skills; talking about the technique of teaching games in class we often relate them to its procedures. We all know that every game has its own procedures.
f. The teacher should be able to choose appropriate and good games for his students.
g. The teacher should explain the rules of games as clearly as possible.
h. Try to imagine the game into the lesson.
i. Learners reluctant to participate might be asked to act as a judge or scorers.
j. It is advisable to stop a game and change to something else before the learners become tired of it.
k. The teacher should never interrupt a game which is flowing successfully in order to correct a mistake in language use.
l. The teacher should set a limit of time.

e. Types of Games

Rixon (1996) defines that there are two types of game, code-control games and communication games.

Table1. Code-Control Games Compared

	Code Control Games	Communication Games
Main Language Focus	Getting Language formally correct, i.e. structures, spelling, pronunciation, sound discrimination, etc.	Getting a message over to other players and reacting appropriately to their messages, i.e. giving and following instructions, describing something, persuading someone etc.
Aim	To score more points than to win an advantage over other players by	To achieve something usually to complete a practical task, e.g. following to build instructions to build a model or draw a picture, or persuading other players to let one do something
Teaching advantages	Players are motivated by the game to concentrate on correct use of language Often amusing extension of or alternative to drills and other formal exercises	Players can see the practical results of their use of language, so can evaluate their own success Successful completion of the task builds confidence Players have to stretch themselves and experiment with the language in order to get a point over Players are often less self-conscious because they are concentrating on the task rather than on the language.

He further mentions that code-control games depend upon players producing correct language or demonstrating that they have interpreted a particular piece of language correctly. The length of each utterance is usually limited in this type of game-often one word only, and seldom longer than a sentence or two. Correct repetition of a limited range of language is the

important thing in these games. The emphasis of communication games is not much determined by absolute correctness message of players' language. The successfulness is evaluated by the outcome of what is said rather than by its structure. However, it should be considered that communication games do not improve correctness of making and using sentences: firstly the simple and correct sentences of language will communicate anything, and secondly, the range of language needed in many of these games can be limited so that students are repeating the simple structures many times. So the teacher may use the code-control games because most of games which are applied and given to kindergarten students are to get language formally correct.

1. Games for Young Learners

According to Ur (1996) and Sudiargo et al. (2003) there are many games used in teaching English for young learners. The following are some games that have been applied by teachers and that have been proved to be effective for children.

1) Association Dominoes

You need a collection of small pictures about there are students in the class. Give each student two. Stick up one from the pool of the remaining pictures on the board. Student may suggest adding one of their pictures either side of the original one if they can think of convincing link or association between the two; for example, a camel may be put a table because they both have four legs. The aim is to make as long as a line of pictures as possible, or to make the line reach the sides of the board; students who run out pictures may take from your pool.

2) Concentrating Games

This is a kind of card game. Each set may consist of fourteen to twenty four cards. Half of the cards have the new English words being learned, the other half have the pictures of the equivalent Indonesian words. Procedure: lay the cards face down in columns and rows. Taking turns, the students turn over two cards. If they do not match, they turn them back over. When a match is made; the students remove the cards and take another turn. The students pronounce the words every time they turn over the cards. They say a sentence every time they make a match. The students with the most pairs win.

3) Hangman

One student thinks of a word and writes a number of lines indicating the number of letters of the word. The other students should guess the word by saying the letter. The correct guesses are then written on the lines. For each wrong guess, a line/part of tick person is drawn. If too many wrong guesses are made, the stitch person is hanged.
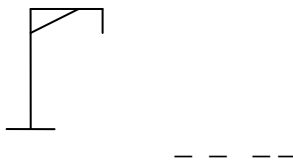
4) Decide on names

Each is given a copy of picture shown below. The students are divided into pairs, and given the task of allotting names to the people in the picture,

taking turns to choose and name a character. The condition is that they may not look at their partner's picture; they may mark the names on their own picture, but the identification of the character to be named has to be done entirely through talking. After a certain time stop them. They lay their pictures on their desks and check that they have in fact given the same names to the same people.

5) Go Fish
    Students play a card game where they can ask each other for cards to make pairs. The student who gets the most pairs wins. Procedure: Prepare a set of matching cards like what we have in the concentration game. Students play in a group of three to five. Shuffle the cards and give each player four cards. The rest of the cards are placed in the middle. The students take turn asking each other for cards are placed in the middle. The students take turn asking each other for cards to match those they have in their hands. When a student is asked and he does not have the card, the other students should say, "Go fish!" He then takes a card from the pile. The game continues until all cards have been matched.

6) Puzzle Dadu/Dice
    One student arranges of a word and sticks on alphabets and pronounces the word and gives the meaning then makes a sentence. Whoever makes the fastest and the most words or sentences is the winner.

7) The Snake Game
    The materials for the shake game are a game board, a dice, and colored chips or tokens one for each player. Divide the class into groups of four. Give each group a game board, a dice and chips or tokens. Students throw the ice in turn. The token or chip is advanced according to the number o the dice. The word available in the square where the tokens land is then pronounced. When landing in a square with the head of the snake. The first students arriving at the destination wins.

8) Odd Man Out
    The teacher provides the students with the several groups of words. All the word except one in each group should belong to the same semantic fields as in: pen pencil marker apple ballpoint. The word apple is odd and does not belong to the make semantic field. Therefore, it should be crossed out.

9) Whisper Down the Alley
    (When the teacher says Go! The student at the front each row turns around and whispers the word/sentence to the next person in line). Then, the student passes the word to the next student and so on. As soon as the

word/sentence reaches the last student in line, he/she races to the front to repeat the word/sentence to the teacher. The first team to finish is the winner.

Based on the games procedure above the teacher can conduct those games in order to teach English vocabulary or other aspects such as spelling, pronunciation and grammar.

2. Previous Studies

Ena (2003) states that games are effective because they provide motivation, lower students' stress, and give them the opportunity for real communication. The main reason why games are considered effective learning aids is that they spur motivation and students get very absorbed in the competitive aspects of the games; games are often used in language classes is that they lower students' stress in the classroom. In conventional classrooms, there is a lot of stress put on students trying to master the target language. Next, students learn without realizing that they are learning. Another advantage is increasing students' proficiency. Playing games in the classroom can enormously increase students' ability in using language because students have a chance to use language with a purpose in the situations provided.

It is also supported by Nurhayati (2008a) who indicates that the frequency of conducting various games could make the students more enjoyable to study English especially reducing their burden to join activities. The students were very energetic and they needed some activities that could make them move. It implies that teachers need to be creative in creating the activities for the students, so that the students do not get bored easily. Besides the strengths, the weaknesses that were found in the research such as limited time, the students' ability and motivation, the condition of the teacher who paid more attention to the administrative tasks should be considered to be able to a better teaching-learning process apply the better techniques in order to get the perfect result in improving the students' English vocabulary, spelling and grammar.

Moreover, the up date research of using interesting media to inspire reading comprehension conducted by Nurhayati (2014b) invesigated retelling the ideas and summarizing text using interesting picture series can increase the students'motivation in reading class especially to improve their reading comprehension. They got more strategies to deliver their ideas to other friends after participating in creating picture series and using those reading strategies. The current research investigated improving students 'pronunciation abilty through Go Fish and Maze Game; moreover it also conducted to get more information what activities which make them tend to become more confidence to pronounce some basic words in enjoyable situation.

C. Research Methodology

The study was conducted at TK ISLAM Al-Irsyad Madiun. It is located at Jl. Diponegoro 112 b Mangunharjo Madiun. It was accredited 'A' level and included as one of the qualified private kindergarten in Madiun. The Schedule of Research included:

1. Pre-Survey
2. Proposal
3. Review Literature
4. Developing Instrument
5. Collecting and Analyzing the data
6. Report Writing
7. Submitting the Document

The subjects involved in this research were as follows. 1). Participants, the action class consisted of 19 students who signed to join this program. The students were the TK B1 students of ISLAM Al- Irsyad Madiun. 2) Position of researcher, the researcher was their instructor program. The researcher could be described as a consultant, resource person, rather than controller them. 3) Collaborators, the research had other classroom teachers, her colleagues as the collaborators who examined carefully the research process.

In this study, the researcher used Action Research Method. Action research was a systematic process in collecting and analyzing data to investigate practical issues arising within a particular context in order to come to some decisions about what the future practice should be (Wallace, 1998; Burns, 1999).

In procedures of the study, there were six main steps: identifying initial ideas, reconnaissance, constructing general plan, implementing action, observation and reflection. This six-step formed cycle (Elliot, 1991). This cycle moved to form the next cycles continually. Steps in the cycles of action research could be applied through the following procedure:

1. Identifying initial idea
2. Reconnaissance
3. Constructing the general planning.
4. Action
5. Monitoring
6. Reconnaissance

The researcher found quantitative data by doing tests. The instrument of tests was based on the blue print. The data were found from administering pre-test, regular tests after some teaching learning processes and post-test. In finding the qualitative data, the researcher did direct observation in the classroom, interviewed the teachers, gave interview to the students regarding to their activities studying their English, and held a meeting with colleagues to find out the students' improvement.The researcher used tape recorder, photograph, interview, portfolios, and fieldnotes. There were three ratters in collecting data;

they were the researcher, collaborator, and the classroom teacher. After conducting tests, they would discuss the result then the result was the combination opinion form the researcher, collaborator. and the classroom teacher's discussions and considerations.

There were two techniques in analysing the data, quantitative and qualitative. In quantitative technique of analysing data, the researcher used the students'previous mark (pre-test) and at the end of the lesson, the researcher gave the students post-test in order to know whether games could improve the student's spelling ability. The results of the test were analysed using descriptive statistics. It analysed the result of teaching and learning process to know the difference before and after the cycle. In analysing the data, it was used t-test non independent.

In analysing qualitative data, the researcher analysed the improvement of the teaching learning process by identifying appropriate data analysis and interpretation techniques. Mills (2004) explained that qualitative data techniques had eight steps: a) identifying themes;b) coding surveys, interview and questionnaires;c) asking key questions; d) doing an organizational review; e)concept mapping; f) analysing antecedents and consequences; g)stating what's missing. The data interpretation techniques included five steps: a) Extend the analysis by raising questions; b) connect the findings with the personal experience;c) seek the advice of critical friends;d) contextualize finding in the literature;e) turn to the theory.

Based on the explanation, it could be said that the combination of quantitative data such as descriptive statistics and qualitative data such as identifying appropriate data analysis and data interpretation techniques should be conducted in analysing data in this research. The concepts of and provided techniques for data analysis and data interpretation were undertaken when the researcher wanted to summarize and represented data that have been collected in a dependable, accurate, reliable, correct, and right manner. The researcher interpreted data to make sense of research findings to answer the questions "so what"in problem statement.

D. Discussion

The action has been implemented in two cycles. Based on the reflections of each cycle, a number of implied values could be concluded as follows:

In the first cycle by conducting *Go Fish Game* the researcher conducted this activity to stimulate the students involved in the process teaching learning and improve their pronunciation ability. In this activity, the students were provided with a set of four pictures of animals, fruit, professions and food. The objective was the students were able to classify the names of animals, food, fruit, and professions. The researcher explained the names of animals and asked the students," Do you have a cat?" Then they should answer "*Yes, I do*" if they had the card, if they did not have it so they should answer,"*No, I don't.* The

researcher disordered the jumbled cards. Each student got 4 cards, put the rest of the cards in the middle of the students (as players 3 to 5 students). Each student asked one another, they should ask if their friends had the card that she/he wanted to match so her friends had to give the card to her/him to make a matched card. If their friends did not have the card by saying 'go fish' he/she could take another card from the rest cards in the middle (a pile). The student with the most of matched cards of animals,food,fruit, profession was the winner. At the end of the game, the researcher asked them to pronounce the cards that they got. Some of them were still shy to pronounce the card in front of their friends. In fact, the rest of them finished pronouncing their cards, they tended to become more confident to pronounce the words in front of the class. Although they made mistakes to pronounce some words, they were very happy and enthusiasm to join the activity. Some of the students said that they were very excited to beat other friends, they were encouraged to try other games. By conducting this game they got not only more vocabulary but also practiced their pronunciation ability eventhough they still made pronunciation mistakes. Some students made some mistakes by pronouncing/po'li:s//po'lice- which should be pronounced /pə'li:s/, /dokter/, /student/, /farmer/ but some students could pronounce well after imitating and training twice until three times. When they pronounce professions, most the students were not able to pronounce the words correctly.They were interfered by bahasa Indonesia. On the contrary, most of them got more meaning of vocabulary and they were able to pronounce English words better, eventhough there were still some mistakes. Based on the computation of "t-test non independent formulation between the pre test and post test, 't0'" is (2,55734). the distribution of tt was at the level of siginificance α = 0.05. Because 't0' (2,55734) is bigger than 'tt' (1.73) ("t0" > "tt") in cycle one. The researcher, collaborative and classroom teacher observed some students who had no progress in pronunciation ability. Classroom teacher explained to the researcher that those students had low background of knowledge of Indonesian alphabets and pronunciation. There were 8 to 9 students indicated low pronunciation ability. After discussing it with collaborator, classroom teacher, those students had low motivation and interest in studying English.

In the cycle 2, *Maze Game* could improve spelling and pronunciation the words. In conducting the game, the researcher explained the parts of tree by using a picture of tree. The parts of tree consisted of leaf-*daun*, flower-*bunga*, fruit-*buah*, batang-*trunk*, root-*akar*.In this game, the students practiced movement and steps of planting tree by pronuncing the words. After they sticked the alphabets on the flannel board in order to arrange the parts of tree, they spelt and pronounced the parts of tree like *leaf/el-i-ei-ef/-/li:f/, flower/ ef-el-ou-doubleju-i-ar/-/'flaʊə(r)/, fruit/ef-ar-ju-ai-ti/-/fru:t/, trunk/ti-ar-ju-en-kei/ trʌŋk/,root/ar-ou-ou-ti/-/'ru:t/*.Thestudents had to follow the researcher's pronunciation after they listened to the CD room of English alphabet. It was repeated many times until

the students could pronounce the parts of tree. Then, the researcher also practiced spelling each part of tree by sticking the alphabet on the flannel boards and the small alphabets to a sheet of paper. The researcher gave the example to stick the alphabets on the flannel then it could be followed by the students and they spelt the English alphabets one by one and pronounced the words. By conducting this game, the students studied how to plant a tree and pronounce the part of tree. Then, they practiced spelling the alphabets and pronounce the sentences like'*" It is a leaf, it is a flower, it is fruit, it is trunk, it is root"*. It was very helpful for students to practice their pronunciation. After implementing games as the technique in teaching English, their English pronunciation ability improved significant. Eventhough that there were 5 to 6 students indicated low pronunciation ability. After discussing it with collaborator, classroom teacher, those students had low motivation and interest in studying English.

The result of post-test indicated significant progress in pronunciation. Based on the post –test of cycle one, the students's English pronunciation ability improved, it could be seen that t_0" (2.55734) is bigger than "t_t" (1.73) ("to" >" t_t") in cycle 1 and t_0 (6.765738) in cycle 2 is higher than t_t (1.73). It also proved that the different technique or conducting games brought improvement to the students' English pronunciation ability.

E. Conclusion and Recommendation
1. Conclusion

Based on the result of the research, after implementing in two cycles, the researcher has recorded both some strength and some weaknesses in terms of conducting more various games, applying various interesting activities, arranging interesting tasks, and using media. The research was successful to improve the students' English pronunciation ability.

They were some changes as the result of the actions. The changes were either in the way of thinking or in the behavior of the involved-members. The changes were related to the following. During the implementation of the actions, the students became interested and active in learning English. They actively involved in improving their English pronunciation ability. The students seemed to be happy involved in the activities and participated enthusiastically. By conducting *go fish game*, and *maze game*, the students could improve their English pronunciation ability. They got more pronunciation after participating in games.

Based on the computation oft-test non-independent formulation between the pre test and post test, "t_0" is (2.55734). The distribution of t_t is at the level of significance a = 0.05. Because "t0" (2.55734) is bigger than "t_t" (1.73) ("to" >" t_t") in cycle 1 and t_0 (6.765738) in cycle 2 is higher than t_t (1.73).It means that there is significant difference between the pre-test and post-test of cycle 1.

The conclusions have described the actions that were successful and were not really successful. They could be considered as some ways to improve the

students' English pronunciation ability through games. The implications of the actions are described below.

1. The more frequency of conducting various games could make the students more enjoyable to study English especially reducing their burden to join activities.
2. Using various interesting activities through games could improve the students' English pronunciation ability. The students were very energetic and they needed some activities that could make them move. It implies that teachers or researchers need to be creative in creating the activities for the students, so that the students do not get bored easily. In addition, the researcher needed to use more.
3. The weaknesses that were found in this research such as the limited time, the students' ability and motivation, the condition of the teacher who paid more attention to the administrative tasks should be considered to be able to a better teaching-learning process apply the better techniques in order to get the perfect result especially in improving the students' English pronunciation ability. The weaknesses of this research could be used as the reference to minimize the hindrances in conducting games in classes.

2. Recommendation

Based on the conclusions and implications that have been explained above, some recommendation will be divided into the English teacher, the classroom teacher, the headmaster, and the other researchers. 1)To the English teacher, it is essential for the teacher to improve the quality of English teaching and learning process. She should be more creative in producing and using interesting media like games. In addition, she should often give English instructions, implement various interesting activities like games and pay attention to all of the students. In doing so, the students will be able to engage themselves in interesting teaching and learning process. As the result, it will improve their English pronunciation ability as one of the important aspect of learning English. 2) To the class teacher, the result of the study can improve the effectiveness of the teaching and learning process in her class by using of interesting activities like games to improve pronunciation, use teaching media, and showing good response to the students. It is expected that the class teacher can do similar things to improve the quality of teaching learning process especially for improving the English pronunciation ability. 3)To other researchers, the researcher hopes the other researchers should prepare the planning of the research well and develop some dimensions, which have been observed deeply.

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