

**“THE USE OF OXFORD AUDIO DICTIONARY IN TEACHING PRONUNCIATION
AT THE FOURTH SEMESTER ENGLISH DEPARTMENT OF STATE INSTITUTE
FOR ISLAMIC STUDIES (IAIN) PALOPO”**



IAIN PALOPO

A THESIS

**Submitted to the English Language of S1 Tarbiyah Department of State Institute for
Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in
English Education**

By
HUSNI
Reg. Num: 13.16.3.0095

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) PALOPO
2017**

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Supervised by:

- 1. Dr. Hilal Mahmud, M.M**
- 2. Amalia Yahya, S.E., M.Hum**

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(IAIN) PALOPO
2017**

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بسم الله الرحمن الرحيم

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Palopo

, 08 Juli 2017

T

he Researcher

CONSULTANT APPROVAL

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PRONOUNCEMENT

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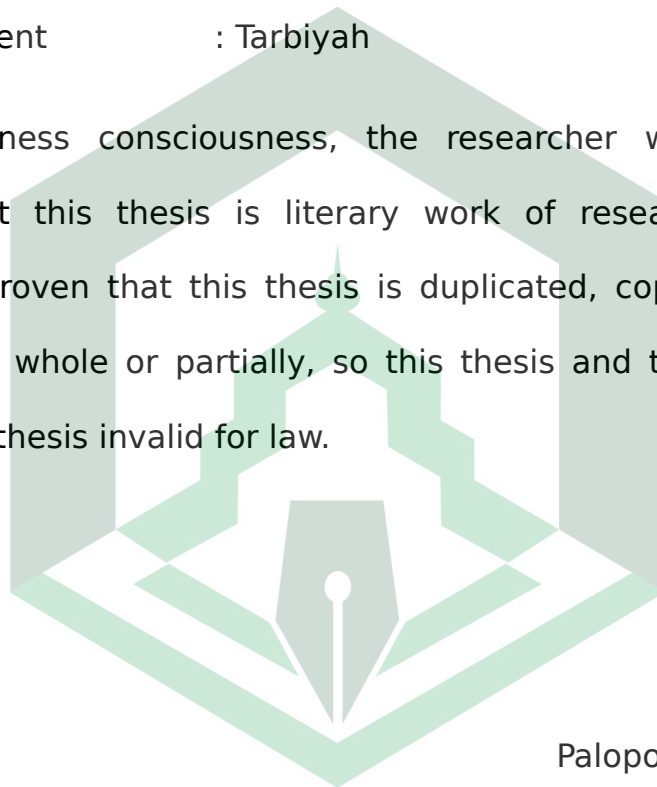
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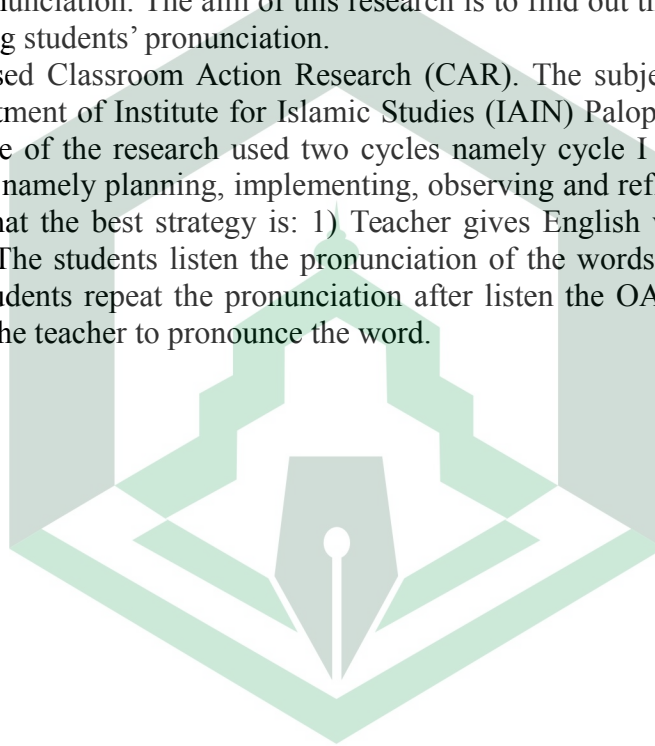
ABSTRACT

Husni 2017, *The Use of Oxford Audio Dictionary in Teaching Pronunciation at The Fourth Semester English Department of State Institute For Islamic Studies Palopo*. Thesis Tarbiyah Department. Consultant (1). Dr. Hilal Mahmud, M.M. (2). Amalia Yahya, S.E., M.Hum.

Key Words: Teaching, Pronunciation, Oxford Audio Dictionary (OAD) media.

The researcher focuses on the use of Oxford Audio Dictionary in teaching students' pronunciation at the fourth semester English department of State Institute for Islamic Studies (IAIN) Palopo. The problem statement of this research is what is the best strategy in using OAD media in teaching pronunciation. The aim of this research is to find out the best strategy in using OAD media in teaching students' pronunciation.

This research used Classroom Action Research (CAR). The subject of the research was class B English department of Institute for Islamic Studies (IAIN) Palopo and the total of them was 22. The procedure of the research used two cycles namely cycle I and cycle II and every cycle had fourth steps namely planning, implementing, observing and reflecting. 1) The result of this research shows that the best strategy is: 1) Teacher gives English word list which related with the material; 2) The students listen the pronunciation of the words through Oxford Audio Dictionary; 3) The students repeat the pronunciation after listen the OAD; 4) Students will be given opportunity by the teacher to pronounce the word.



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CHAPTER I

INTRODUCTION

A. Background

English has its own features in pronunciation, which are different from those of the learner's own language. Learners should know how to pronounce English words naturally. However, it is not easy for them to learn the pronunciation problems faced by the learners may be easily understood. Since their childhood, they have been speaking their own mother tongue, which has been deeply implanted in them as part of their habits.

Every English Learners has sure listened and read about "Pronunciation". Pronunciation is the way to pronounce English words. In the implementation of English, especially in direct language, the mastery of pronunciation is really important. Many people can speak English but they cannot produce English language with a good pronunciation. So, it is very important for everyone who will master for pronunciation to learn about pronunciation well.

English pronunciation sometimes difficult for most of people who learn about English. This case happen because in English, its pronunciation is different with another language pronunciation, especially Indonesian language. In Indonesian language, the letter is pronounced same as its

written. While in English language, the written letter is different with its pronunciation commonly. For example in Indonesian language, letter “U” in the written of “buku and kuku” it is still read “U”. While letter “U” in English language in the written of “cut and put” are different in pronunciation. In English language, many words that almost same on the written but its different on its pronunciation.

From pre-observation of the researcher, there are some factors that is found by the researcher that influence the less of pronunciation ability by students. The factors are: (1) less awoken of attention to learn well about pronunciation; (2) the limitedness of the use of media to improve students’ pronunciation ability; (3) commonly, if the teacher use only dictionary, it is not guarantee for students to master pronunciation because they do not listen the native speaker of English language and it will become their difficultness because they just listen by their lecturer and they only use dictionary; (4) the less of strategy in teaching pronunciation ability for students. Some students who were asked in researcher’s observation said that: “in learning about English pronunciation, our lecturer ask us to read only the book. After that, if we make a mistake in pronounce, she teaches us the truth way to pronounce and there is no more.”¹

Based on the problems, the researcher can know what the students need and what she want to do to perceive these problems. The researcher can

1 Student’s Interview of Institute for Islamic Studies (IAIN) Palopo Pkl 13.30

recommend one of media to teaching students' pronunciation, the media is Oxford Audio Dictionary. This media is a dictionary that is combined with pronunciation audio every English words. This media gives two accent form inside, they are British accent and American accent and directly pronounce by the native speakers. So, be based on matter the writer mentioned feel to interest and have a mind to study the problem of related about **“The Use of Oxford Audio Dictionary in Teaching Pronunciation at The Fourth Semester English Department of State Institute for Islamic Studies**

(IAIN) Palopo”

B. Problem Statement

Based on the description of the background above, the writer can formulate the problem statement is:

What is the best strategy in using Oxford Audio Dictionary in teaching pronunciation at the fourth semester English department of State Institute for Islamic Studies (IAIN) Palopo?

C. Objective of Research

Based on the formulation above, the objective of the research is to find out the best strategy in using Oxford Audio Dictionary in teaching pronunciation at the fourth semester English department of State Institute for Islamic Studies (IAIN) Palopo.

D. Significance of Research

The result of this research expected to be useful information to the learners of English as a foreign language in general they are:
Especially the students who would like to improve their ability especially in pronunciation ability.

The result of this research expected to be useful information, give contribution and solution to the learners of English in general and especially for the students at the fourth semester English Department of State Institute for Islamic Studies (IAIN) Palopo. To stimulate other researchers who want conduct the further research.

To give contribution to the English teacher especially at State Institute for Islamic Studies (IAIN) Palopo in the effort to motivate the students and improve the quality of English learning especially in pronunciation ability.

E. Scope of Research

In this research, the researcher focuses on teaching vowel sounds [a, i, u, e, o] and sound of labiodental and dental fricative [f, v, θ, ð]. The pronunciation standard used is American standard in using Oxford Audio Dictionary in teaching pronunciation to pronounce English words.

F. Definition of Term

Pronunciation is the way how to pronounce the English words and how the sound of words can be perceived by the listener. The purpose of learning pronunciation is in order the language we pronounce is easier to understand (intelligible).

Oxford Audio Dictionary is the part of Oxford Advanced Learner's Dictionary that can develop English skills especially in pronunciation. This audio fill up English words with Audio of how to pronounce the words with two accent native speakers. They are British accent and American accent. This will be effective to develop students' pronunciation.



CHAPTER II

RIVIEW OF LITERATURE IAIN PALOPO

A. Previous of Related Research Findings

1. The researcher, Miharti Mustamin had conducted research about the effectiveness the phonetic chart in teaching pronunciation at the fourth semester English department in IAIN Palopo. She finds the biggest problem in English and the way how to solve the problem. The biggest problem in teaching language is pronunciation to solve the problem the

writer found the way for that. The way is using phonetic chart to teach the students, because with using phonetic chart the students easy to know the sounds and make some example to practice the sounds in word or sentence.²

2. In another research Amalia Yahya states that students of pesantren Datok Sulaiman in Palopo in producing certain English fricatives can modify their production of sound so that their pronunciation comes closer to English pronunciation. This phenomenon happens because before learning English as a foreign language, pesantren Datok Sulaiman students have learned Arabic languages before.³
3. Sakinah Mulfikhati finds out reading aloud can help improving the pronunciation ability of the students of XI IPA 4 of SMA Negeri 2 Bae Kudus in academic year 2012/2013.⁴

² Miharti Mustamin, *“Developing Students’ Pronunciation By Using Phonetic Chart At The Fourth Semester Of English Department In IAIN Palopo.* (Skripsi Sarjana Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo, 2015). Page. 19.

³ Amalia Yahya, *Varieties Of Certain English Fricatives Produced Students With Arabic Language Background Of Pesantren Datok Sulaiman Palopo, An Interlaguage Phonological Point Of View* (Makassar: UNHAS,2004), P.75

⁴ Sakinah Muflikhati , 2013. *Improving Pronunciation by Using Reading Aloud in XI IPA 4 of SMA Negeri 2 Bae Kudus in Academic Year 2012/2013, Skripsi,* English Education Department, Teacher Training and Education Faculty, Muria Kudus University, P. 76.

4. Eka wati abbas finds out the ability of buginese at the eight year students of M.ts Nurul Judaidiyah Burau in using fricatives /θ/ /ð/ /v/ and nasal /ŋ/are very poor.⁵

B. Pronunciation

Pronunciation is the way how sounds are perceived by the hearer.

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested. Practice with Pronunciation Using English is a stress-timed language and, as such, good pronunciation depends a lot on the ability to accent the correct words and successfully use intonation to make sure you are understood. Simply put, spoken English stress the principal elements in a sentence - content words - and quickly glides over the less important words - function words. Nouns, principal verbs, adjectives and adverbs are all content words. Pronouns, articles, auxiliary

⁵ Yuyun Ruqiyat Said, *Improving The Students' Pronunciation Pronunciation Through Mastering Phonetic Symbol At The Eleventh Year Students Of SMA PMDS Putri Palopo* (palopo: STAIN, 2009),P.7

verbs, prepositions, conjunctions are function words and are pronounced quickly moving towards the more important words.⁶

Mastery of pronunciation is understanding ability of English phonology and English sound production ability well and correctly that include of free words, phrase, sentence, conversation dialogue or English discourse.

There are two fields of pronunciation, they are phonetic and phonology.

Phonology deals with the sound system of language and phonetic deals with the physical realization of the elements and sound system, e.g. how the sound is physically produced (articulatory phonetics), or the acoustic characteristics of the speech sound (acoustic phonetics).

C. The Concept of Phonetic and Phonology

Only by studying both the phonetics and phonology it is possible to acquire a full understanding of the use of sound in English speech.⁷

The purpose of phonetic is provided an inventory and description of the sound found in speech, there are several ways of looking at these sounds.

First, sound as generated by source; second, sound as transmitted through a medium; and third, sound as perceived by receiver.⁸ The types of phonetics:

1. Articulatory phonetics

⁶ Miharti Mustamin, *“Developing Students’ Pronunciation By Using Phonetic Chart At The Fourth Semester Of English Department In IAIN Palopo.* (Skripsi Sarjana Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo, 2015). Page. 19.

⁷ Roach Peter, *English Phonetics and Phonology*, (Britain: Cambridge University.1983),p.35.

⁸ Ashar arsyad, *English Phonology; An Introduction*, (Ujung Pandang; Fak. Tarbiyah. IAIN Alauddin.1989), p.3.

Study of the way how speech sounds are made (articulated) by the vocal organs.

2. Acoustic phonetics
Study of the physical properties of the speech sounds.
3. Auditory phonetics
Study of the perceptual response to speech sounds.

There are some opinions about phonology:

1. Phonology is the study of how the speech sound form pattern.⁹
2. Phonology is the study of how sounds are combined form words.¹⁰
3. Phonology is about things that are basically phonetic, it requires the concept, terminology, and notations of phonetics.¹¹
4. Phonology is the description of systems and patterns of sounds that occur in a language.¹²

Based on the definition above it can be concluded that phonology is the study of how the speech sound form pattern and the things that are basically phonetic. Also phonology is concerned with the sound structure of language.

D. Vowel and Consonant

Vowels are those sounds which are relatively open which have no constriction (or almost none) in the oral passage, and the chief characteristic of them is voice. A vowel is defined as a voiced sound in forming which the

⁹ Thomas Charlyee. *Phonology: The Sound Patterns of Language*, 1881, p.267

¹⁰ Victoria frompkin, Robert Rodman, and Nina Hyams, eds. *An Introduction to Language*. Seventh Edition Belmont, CA: Heinle publishing. 2002, p. 28.

¹¹ Roger Lass, *Phonology and Introduction Into Basic Concept*, (Cambridge University Press, 1984), p. 1.

¹² Peter Ladefoged. *A Course in Phonetics*. (Los Angles: University of California, 1982), p. 22.

air issues in a continuous stream through the pharynx and mouth, there being no obstruction and no narrowing such as would cause audible friction.¹³

Example of vowel sound are : (a, i, u, e, o)

The consonant is from Latin-consonare which means sound with to form syllables.

Consonant sounds are classified and described principally by two most important components + one element – that is voicing which leads to develop between vowels and consonants. The most important elements are points of articulation and manner of articulation. All the consonants are characterized by a closure or a decided narrowing at some point in the mouth.¹⁴ Example of consonant sound are : /p/, /b/, /t/, /d/, /k/, /g/, /m/, /n/, /ŋ/, /l/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /r/, /h/, /tʃ/, /dʒ/, /w/, /j/.

English consonant has eight primary point from front to back, they are :

1. Bilabial

It is made with the two lips. There are four sounds produced in this

place: /p/, /b/, /m/, and /w/.

2. Labiodental

It is produced between lower lip and upper front teeth. The sounds

are /f/ and /v/.

3. Dental

Dental consonant is articulated with the tip or blade of the tongue and

upper front teeth. The sounds produced are /θ/ and /ð/.

4. Alveolar

¹³ Miharti Mustamin, *“Developing Students’ Pronunciation By Using Phonetic Chart At The Fourth Semester Of English Department In IAIN Palopo.* (Skripsi Sarjana Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo, 2015). Page. 11.

¹⁴ Ibid. Page 11.

- Alveolar consonants are articulated with the tip or blade of the tongue and the alveolar ridge. The sounds produced are /t/, /d/, /s/, /z/, /n/, and /l/.
5. Palato – Alveolar
It is articulated with the blade of the tongue and the back of alveolar ridge. The sounds produced are /ʃ/, /ʒ/, /tʃ/, /dʒ/, and /r/.
 6. Palatal
It is articulated with front of the tongue and hard palate. The sound is /j/.
 7. Velar
It is articulated with back of the tongue and soft palate. The sounds produced are /k/, /g/, and /ŋ/.
 8. Glottal
It is articulated with the open vocal cords. The sound produced is /h/. Besides the place of articulation, also there are six kinds of manner of articulation. They are :
 1. Plosive
Complete closure of the articulators involved so that the airstream cannot escape through the mouth.
 2. Nasal
It is produced with a lowered velum in the mouth, allowing the air to escape freely through the nose.
 3. Fricative
Type of closure or narrowing: the two organs approximate to such extent that the air stream passes through them with friction. Sounds with this manner of articulation can be prolonged as long as the breath holds out.
 4. Affricative
Type of closure or narrowing: the two organs approximate to such extent that the air stream passes through them with friction. Sounds with

this manner of articulation can be prolonged as long as the breath holds out.

5. Lateral

type of closure: partial – a partial closure is made at some point in the mouth, the air stream is being allowed, and the air escapes on one or both sides of contact (the air flows around the sides of the tongue.

6. Approximant / glide

Approximant is usually called semi-vowel or glide. It is produced with closing one articulator to another without a narrowing between them, so that turbulent air stream is not produced. In other words, the passage through the mouth is open at the mid-line.

E. The Media in Developing Pronunciation

Media as defined by Miarso is tools that can be used to stimulate thought, sense and desire of students so that they can be motivated in teaching and learning process. Gagne state that media in learning process objectively will support the effective learning achievement. In the other word, using media in instructional as a part of educational system at school which also support the learning achievement.

In teaching English foreign language for primary students is not easy.

The teachers should provide pleasant atmosphere to invite the motivation and interest of the students. The motivation and interest of students are very important in learning achievement. That is why we need motivational and interesting media in teaching English.¹⁵

15 *The Effectiveness of Using Audio Visual to Develop Students' Pronunciation*, <http://infoapapunada.blogspot.co.id/2014/02/contoh-proposal-skripsi-bahasa-inggris.html>, Februari 2014.

F. Strategy in Using Oxford Audio Dictionary

The media of Oxford Audio Dictionary is a part of Oxford Advanced Learner's Dictionary. This dictionary includes all the entries from the Oxford Advanced Learner's Dictionary 8th edition and entries from the guide to British and American Culture.

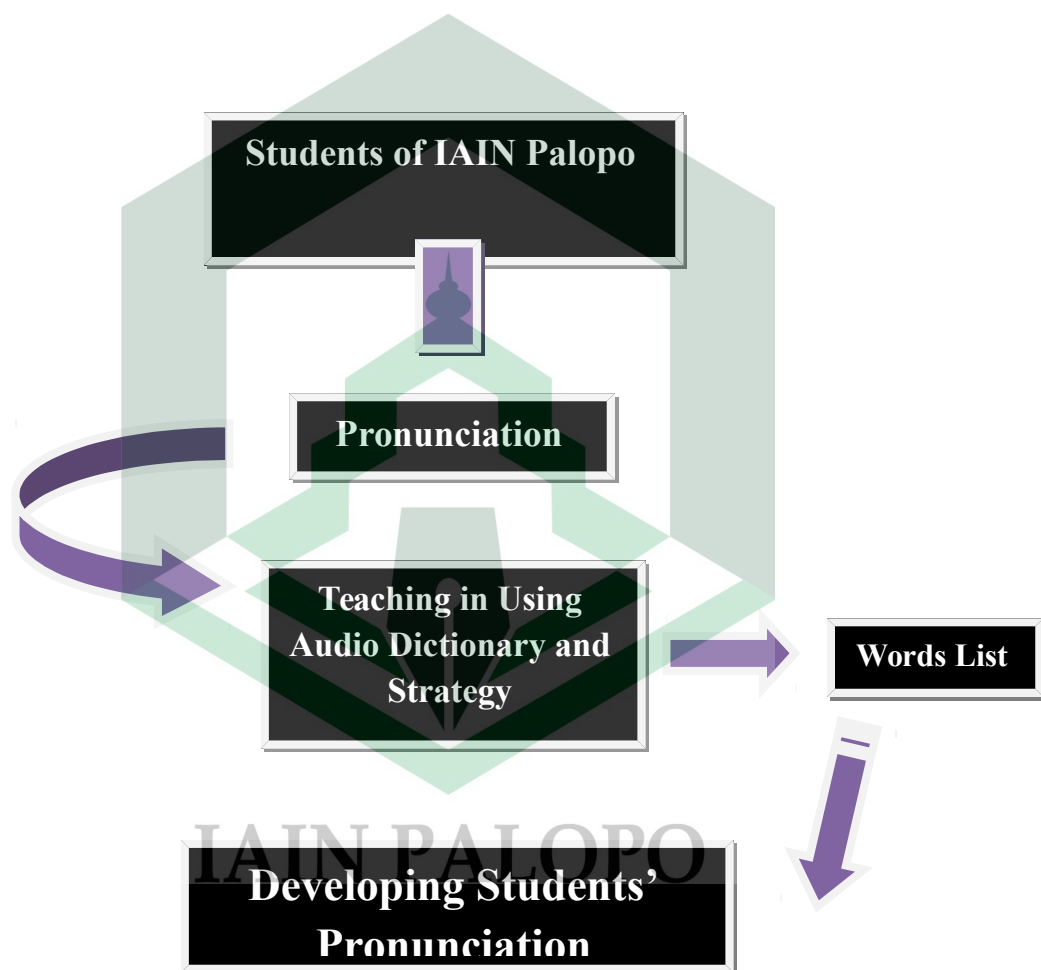
This media is a dictionary that is combined with pronunciation audio every English words. This media gives two accent form inside, they are British accent and American accent and directly pronounce by the native speaker.

Using audio dictionary will help students to learn English pronunciation easily and enjoying it. The students not only hear pronunciation by their lecturer but directly they listen the sound from the native speaker through the audio and it will give more improvement of pronunciation for the students. The way to use this audio dictionary and to hear the pronunciation of the word click on the blue and red speaker symbols. The blue speaker symbol gives you British pronunciation (BrE) and the red gives you American pronunciation (NAme).¹⁶

In this research the researcher and collaborator try to use some steps of strategy in using OAD media where students was given words list and the picture of phonetic symbols as the supporting media.

16 (Hornby AS, et. Al, 1974. Oxford Advanced Learner,s Dictionary of current. English. USA N London. O. U).

G. Conceptual Framework



CHAPTER III

RESEARCH METHOD

A. Type of Research

The type of the research is classroom action research (CAR). Classroom action research is an effective method of research in improving the quality of English teachers' performance in instruction as well as students' achievement in learning English in classroom. In classroom action research, English teachers assess the effectiveness of their own teaching activities and plan the improvement based on the result of the assessment.¹⁷

Classroom Action Research (CAR). Classroom Action Research is the research conducted by the classroom teacher or school where teaching with emphases in the improvement or enhancement of learning practices and processes.¹⁸

The process of classroom action research activities involve repeated cycles, each consisting of planning, implementing, observing or evaluating

¹⁷ Mohammad Adnan Latief, *Research Methods on Language Learning An Introduction*, (Malang: UM Press, 2014). Page. 144.

¹⁸ Susilo, *Penelitian Tindakan Kelas*, (Cet.II, Yogyakarta: Pustaka Book Publisher, 2009). Page 16.

the process and the result of the implementation then the last is reflecting.

The result of one cycle is used to determine the need for the following cycle, until the problems get solved by the strategy.

B. Design of Research

The research begin from surveying and identifying classroom problems.

A classroom problems pointing to the classroom practice that will be improved to result in better learning achievements of the students.

Based on the result of observation that was done by the researcher, most of students are still less of pronunciation. That is why the design of this research refers to planning of how to teaching pronunciation well. She hope that with her planning, students can mastering about English pronunciation.

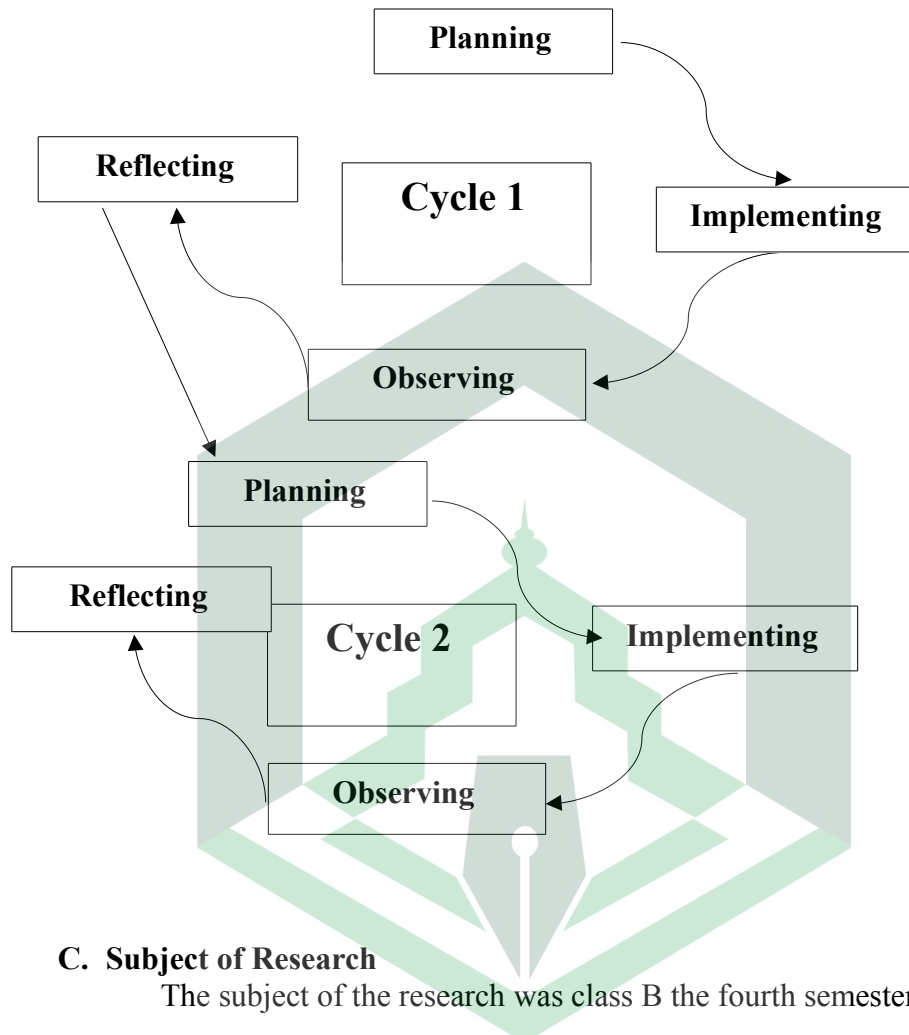
The researcher will make a planning with her collaborator about the strategy on pronunciation learning, and the researcher will focus on classroom action research in teaching pronunciation in using Oxford Audio Dictionary.

There are four common stages of classroom action research. They are planning, implementing or acting, obseving and reflecting. The models of each stages are as follows.

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Reconnaissance (assessing classroom problems)





C. Subject of Research

The subject of the research was class B the fourth semester of English department of State Institute for Islamic Studies (IAIN) Palopo.

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D. Data Source

1. Students

The position of the students in this research as subject of the research, the researcher hoped after researching the students could improve their pronunciation ability.

2. Collaborator

The position of the collaborator in research as an observer, the collaborator helps the researcher to observe the students, so the researcher was able to know the students' condition in the learning process and gave suggestions and solutions to the problem for each cycle.

E. Procedure of Research

1. Cycle 1

The cycle in the classroom based on the research consists of planning, implementing, observing, and reflecting.

a) Planning

- 1) The researcher makes a lesson plan based on the curriculum and arranges the material of the lesson plan. The material in the first cycle is vowel sound [a, i, u, e, o].
- 2) Making the observation checklist for observing the condition of the learning process.
- 3) Prepare facilities which will be used at pronunciation learning process with Oxford Audio Dictionary.
- 4) Selecting the pronunciation materials which are appropriate with the conduct of the classroom.

b) Acting / implementing

First meeting

- 1) Pre-Teaching
 - Teacher begins this meeting with greetings
 - Teacher gives the students motivation
 - Teacher explains the procedure of learning for this meeting

before the teacher starts the lesson

 - Teacher tells the students about Oxford Audio Dictionary as the media that will be used in this meeting.
- 2) While - Teaching
 - Teacher gives English word list which is related with the vowel sound [a, i, u, e, o]

- The students listen the pronunciation of the words through Oxford Audio Dictionary.
- The students repeat the pronunciation after listen the OAD
- Students will be given opportunity by the teacher to pronounce the word.

3) Post- Teaching

- Teacher gives conclusion about the material or give opportunity for the students who want to give conclusion about the material.
- Teacher close the meeting.

Second Meeting

1) Pre- Teaching

- Teacher begins this meeting with greetings
- Teacher gives the students motivation
- Teacher explains the procedure of learning for this meeting before the teacher start the lesson
- Teacher tells the students about Oxford Audio Dictionary as the media that will be used in this meeting.

2) While - Teaching

- Teacher continue the material in the first meetinf about the vowel sound [a, i, u, e, o]
- The students listen the pronunciation of the words through Oxford Audio Dictionary.
- The students repeat the pronunciation after listen the OAD
- Students will be given opportunity by the teacher to pronounce the word.

3) Post- Teaching

- Teacher gives conclusion about the material or give opportunity for the students who want to give conclusion about the material.
- Teacher close the meeting.

c) Observing

This is implementing while in a teaching learning process and using instruments of observation which have prepared then the observer have to write everything in learning process from the teacher performance in opening until closing learning process, and the students' activity in learning process. The result of this observation then collected and analyzed to be a matter of reflection.

d) Reflecting

In this stage, the researcher, teacher, or another observer of each collaboration do evaluation to know the strengthness and the weakness which have been given from implementation of the first cycle which was used as a consideration lesson plan in the next cycle.

2. Cycle II

The cycle II in classroom based of the research consist of planning, implementing, observing and reflecting.

a) Planning

- 1) The researcher make lesson plan based on the curriculum and arrange the material of lesson plan. The material in cycle II is about labiodental and dental pricative [f, v, θ, ð].
- 2) Making the observation checklist for observing the condition of learning process.

3) Prepare facilities which will be used at pronunciation learning

process with Oxford Audio Dictionary

4) Selecting the pronunciation materials which are appropriate with
conduct of classroom.

b) Acting / implementing

Third Meeting

1) Pre- Teaching

- Teacher opens teaching learning processes with greetings and give motivation for the students and then explain what we will do for this meeting.
- Teacher reviews the last material with the way asks the students about the material in the last meeting.
- Teacher continue the next material. In the third meeting the material focuses on the sound of labiodental and dental pricative [f, v, θ, ð].

2) While- Teaching

- Teacher gives English word list which related with labiodental and dental pricative [f, v, θ, ð].
- The students listen the pronunciation of the words through Oxford Audio Dictionary.
- The students repeat the pronunciation after listen the OAD
- Students will be given opportunity by the teacher to pronounce the word.

3) Post- Teaching

- Teacher give conclusion about the material or give opportunity for the students who want to give conclusion about the material.
- Teacher close the meeting.

c) Observing

This is implementing while in a teaching learning process and using instruments of observation which have prepared then the observer have to write everything in learning process from the teacher performance in opening until closing learning process, and the students' activity in learning process. The things that the observer have to observed is the way of researcher teaching, students' participation, students' interest or students' active. The result of this observation then collected and analyzed to be a matter of reflection.

d) Reflecting

In this stage, the researcher, teacher, or another observer of each collaboration do evaluation to know the strengthness and the weakness which have been given from implementation of the first cycle which was used as a consideration lesson plan in the next cycle.

F. Tehnique of Collecting Data

1. Observation

In this research there are two kinds observation, observations students' activity and observation implementation learning. Observation students activity was focus on students active in learning process and observation implementation learning was focus on teacher activity or students active in learning process. Observation is done on the written way or spoken way.

2. Test

Using personal test or group test which have a function to know students understanding about the pronunciation material.

G. Instrument of Collecting Data

1. Test

The researcher uses test as instrument to collecting data. The researcher's purpose in this research is to develop the students' pronunciation ability. So the researcher gives test to know the student capability and to know is this can develop the student capability.

2. Observation

The researcher used observation as instrument to collecting data. In learning pronunciation process, the researcher observe to know the students' attention about their interested.

3. Discussion

The researcher using discussion as instrument to collecting data. The researcher wants the student discussion because the teacher wants to know students capability in pronunciation.

4. Camera

The researcher using camera as instrument to collecting data to take a picture in the process of teaching learning pronunciation as an evidence this research.

H. Method of Analysing Data

In this stage, the researcher analyzed data. The data taken from the test was analyzed by using the following formula.¹⁹

$$Md = \frac{\sum x}{N}$$

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Where:

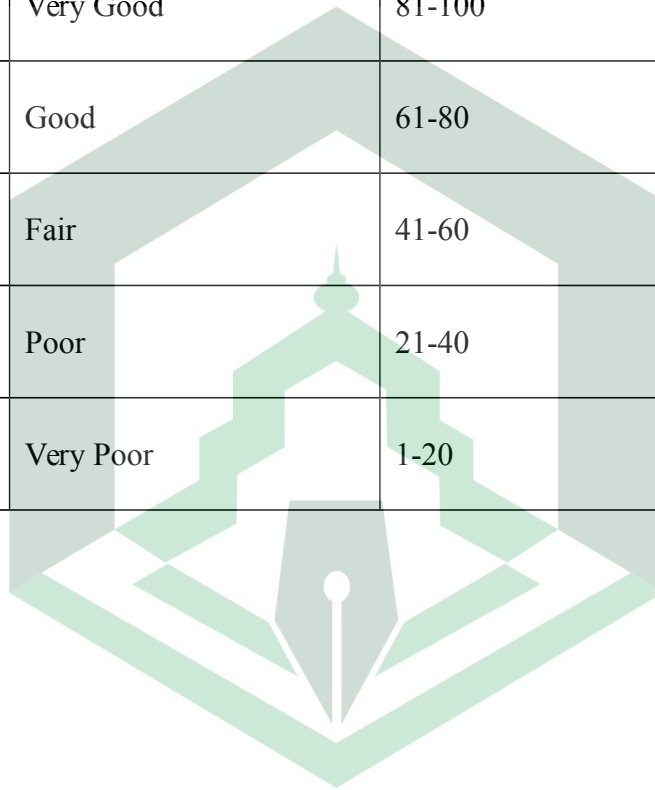
Md= Mean Score

$\sum x$ = Total Raw Score

N = Total Sample

19 Fitrianti, *Increasing Reading Comprehension By Using Students Team Achievement Division (STAD) At The Seventh Year Students Of SMPN 8 Palopo*, (English Study Program and Teaching Study Faculty IAIN Palopo : 2015).

No	Classification	Score
1	Very Good	81-100
2	Good	61-80
3	Fair	41-60
4	Poor	21-40
5	Very Poor	1-20



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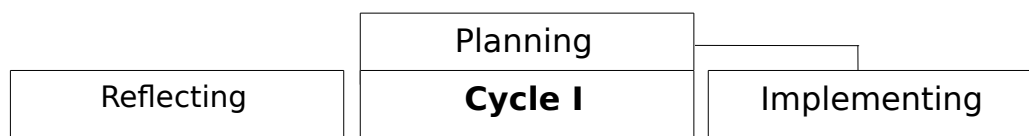
CHAPTER IV

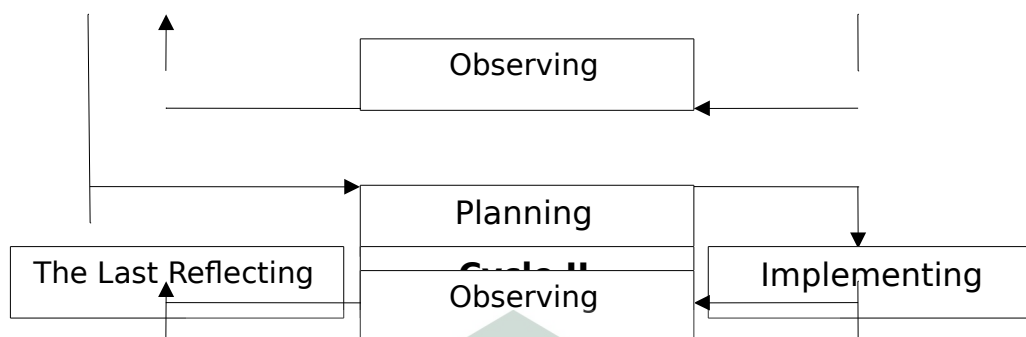
FINDINGS AND DISCUSSIONS

This chapter consists of two sections, the first section deals with the findings of the research and the second section deals the discussion about the result of the research.

A. Findings

The findings reveals the discription of the result of data analysis, the researcher had found the real condition about students' pronunciation in first cycle and second cycle in using Oxford Audio Dictionary (OAD) media in teaching pronunciation at the fourt semester English department of State Institute for Islamic Studies (IAIN) Palopo. Each cycle consist of planning, implementing, observing and reflecting. The whole steps of the research will be explained in the description as follows:





1. First Cycle

a. Planning

Before conducting the research, the researcher prepared the instrument of the research. They were lesson plan and supported tools. Supported tools consist of observation sheets, camera, word list and paper test. The most important tools that the researcher have to prepared was OAD media and speakers. The researcher told to the students about Oxford Audio Dictionary that would be used in this learning. The researcher and collaborator prepared the strategy that would be supported the OAD media. In this cycle focus on the material of the vowel sound {a, i, u, e, o}. The explanation for the steps of the strategy in using OAD media will be explained in implementing.

b. Implementing

The first meeting, the researcher and collaborator entered to the English class. She said greeting to students and introduced herself. After that, the researcher gave attending paper list for the students and asked them to wrote their name and their signature then she gave

observation checklist to observer. The researcher waited for a minute up to the students were ready. After the students were ready to accepted material, the researcher started the lesson. Beside media, there was strategy which used by the researcher that supported the used of media. The strategy is:

1. Teacher gives English word list which related with the vowel sound [a, i, u, e, o]
2. The students listen the pronunciation of the words through Oxford Audio Dictionary.
3. The students repeat the pronunciation after listen the OAD
4. Students will be given opportunity by the teacher to pronounce the word.

The end of this meeting, the researcher gave conclusion about the material and told the students about the next material in the next meeting. After that, the researcher closed the meeting.

In this cycle I consist of two meetings and every meeting has the same way in learning process.

c. Observing

Table 4.1

The result students' score in the first cycle activity

No.	Students	Score
		First Meeting (Individual test)
1.	S. 001	100
2.	S. 002	100
3.	S. 003	61

4.	S. 004	100
5.	S. 005	99
6.	S. 006	95
7.	S. 007	60
8.	S. 008	80
9.	S. 009	80
10.	S. 010	95
11.	S. 011	99
12.	S. 012	80
13.	S. 013	80
14.	S. 014	100
15.	S. 015	98
16.	S. 016	99
17.	S. 017	100
18.	S. 018	99
19.	S. 019	99
20.	S. 020	100
21.	S. 021	99
22.	S. 022	100
		2023

Total Raw Score	
Mean Score	91,95

The table 4.1, the researcher explained that the result of students' score at the first cycle, we saw that the highest score was 100 and the lowest score was 60. The result showed that the activity in the classroom was effective because the students was active and enjoy the lesson with OAD media.

Pronunciation test result : Students' score of pronunciation test was counted by used the formula as follows:

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test items}} \times 100$$

Calculating the mean score of the students' pronunciation ability test by using the following formula:

$$X = \frac{\sum^x}{N}$$

$$= \frac{2023}{22}$$

$$= 91,95 \text{ (Mean Score)}$$

Table 4.2

The rate percentage of students' score at the first cycle

Classification	Score	Frequency	Percentage
-----------------------	--------------	------------------	-------------------

Very Good	81-100	16	73%
Good	61- 80	4	18%
Fair	41-60	2	9%
Poor	21-40	-	
Very Poor	1-20	-	

The table above showed that the students' score at the first cycle test there were 16 students (73%) got classification "Very Good", 4 students (18%) got classification "Good", 2 students (9%) got classification "Fair" and the good thing that there was no one students got classification "Poor" and "Very Poor.

Table 4.3

The result of observation list toward indicator of students activity at the first cycle

N o.	Stude nt	Indicator of students activity			
		Very active	Active	Less Active	Not Active
1	S. 001				
2	S. 002				
3	S. 003				

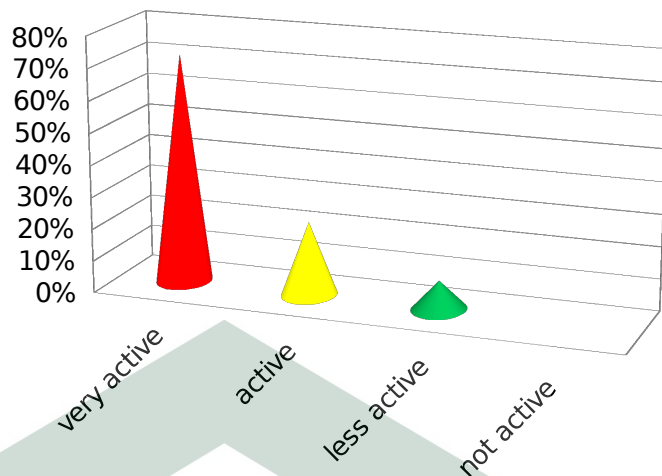
4	S. 004				
5	S. 005				
6	S. 006				
7	S. 007				
8	S. 008				
9	S. 009				
10	S. 010				
11	S. 011				
12	S. 012				
13	S. 013				
14	S. 014				
15	S. 015				
16	S. 016				
17	S. 017				
18	S. 018				
19	S. 019				
20	S. 020				
21	S. 021				
22	S. 022				

During the observation which were doing by the researcher and collaborator toward students' activity in implementation of learning process by using OAD media there were four kinds of students' activities category, such as:

- 1) Very active: there were 15 students in this category, the activity were response, responsible and good participated in activities to learning procces also they had good score.
- 2) Active: there were 5 students in this category and teir activity were responsible and their score still well.
- 3) Less Active: there were 2 students in this category. the situation in learning process was active but sometimes they were noisy and did not pay attention in learning.
- 4) Not Active: there was no one students in this category. If there, the activity would be no response to the all of the topic in the learning process.

Table 4.4
Observation Chart Figure of Category of students' activity

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From the chart observation toward the activity at the classroom above showed that there were 68% students “Very Active” in learning process, 23% students who “Active” to the study, 9% students who “Less Active” to joined the study and 0% students who “Not Active”. It mean that in the first cycle, most of students very active to joined the learning process and they enjoyed the lesson. Also most of them got good score and the researcher and observer were sure in this cycle was succeed based on the observation.

d. Reflecting

After analyzing the result of the implementation action and observation, the researcher found there were 2 students were less active in learning process but most of students really enjoyed the lesson and they were very active to joined the learning process. It means that the strategy that the researcher used in using the OAD was effective in teaching pronunciation. In this cycle the colaborator and

the researcher agree that there was no specific problem in using OAD and the acted of strategy that use by the researcher.

Based on the explanation above, the researcher and collaborator would not stop in only cycle I but they though that it would be better to gave students more exercise with used same strategy and same media but in different pronunciation material to more proved the effectiveness of the strategy in teaching pronunciation.

2. Second Cycle

a. Planning

Before enter the classroom, in the second cycle the researcher and collaborator back to had prepared all requirement for continued the research such as : lesson plan, observation checklist, attending paper list, camera, word list and media (OAD and speakers). Based on the explanation in the reflection of fist cycle that in this cycle would focus on another material were labiodental and dental pricative [f, v, θ, ð] with used the same strategy and the same media as well as the first cycle.

b. Implementing

The third meeting, the researcher and collaborator entered to the English class. She said greeting to students and asked some question as a brainstorming. After that, the researcher gave attending paper list for the students and asked them to wrote their name and their signature then she gave observation checklist to observer. The researcher waited for a minute up to the students were ready. After the students were ready to accepted material, the researcher started the

lesson. The researcher did the same strategy in the first cycle with

used OAD media. The steps of the strategy was:

1. Teacher gives English word list which related with labiodental and dental pricative [f, v, θ, ð].
2. The students listen the pronunciation of the words through Oxford Audio Dictionary.
3. The students repeat the pronunciation after listen the OAD
4. Students will be given opportunity by the teacher to pronounce the word.

The end of this meeting, the researcher gave test and made conclusion about the material. After that the researcher closed the meeting.

c. Observing

Table 4.5

The result students' score in the second cycle activity

No	Students	Score
		Second meeting (Individual test)
1	S. 001	100
2	S. 002	100
3	S. 003	80
4	S. 004	100
5	S. 005	99
6	S. 006	95

7	S. 007	80
8	S. 008	81
9	S. 009	81
10	S. 010	95
11	S. 011	99
12	S. 012	80
13	S. 013	80
14	S. 014	100
15	S. 015	98
16	S. 016	99
17	S. 017	100
18	S. 018	99
19	S. 019	100
20	S. 020	99
21	S. 021	99
22	S. 022	100
Total Raw Score		2064
Mean Score		93,81

The table 4.5, the researcher explains that the result of students' score at the second cycle, we saw that the highest score was 100 and

the lowest score was 80. The result showed that the activity in the classroom was effective because the students was active and enjoy the lesson with OAD media. In this cycle, we saw that the result test students' pronunciation of second cycle was more improved than the result test students' pronunciation in the first cycle.

Pronunciation test result : Students, score of pronunciation test was counted by used the formula as follows:

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test items}} \times 100$$

Calculating the mean score of the students, pronunciation ability test by using the following formula:

$$X = \frac{\sum^x}{N}$$

$$= \frac{2064}{22}$$

$$= 93,81 \text{ (Mean Score individual test)}$$

Table 4.6

The rate percentage of students' score at the second cycle

Classification	Score	Frequency	Percentage
Very Good	81-100	18	82%
Good	61- 80	4	18%
Fair	41-60	-	
Poor	21-40	-	
Very Poor	1-20	-	

The table above shows that the students' score at the first cycle test there were 18 students (82%) got classification "Very Good", 4 students (18%) got classification "Good", there was no students got classification "Fair" and the same thing in the first cycle that the good thing there was no one students got classification "Poor" and "Very Poor."

Table 4.7

The result of observation list toward indicator of students activity at the second cycle

N o.	Stude nt	Indicator of students activity			
		Very active	Active	Less Active	Not Active
1	S. 001				
2	S. 002				
3	S. 003				
4	S. 004				
5	S. 005				
6	S. 006				
7	S. 007				

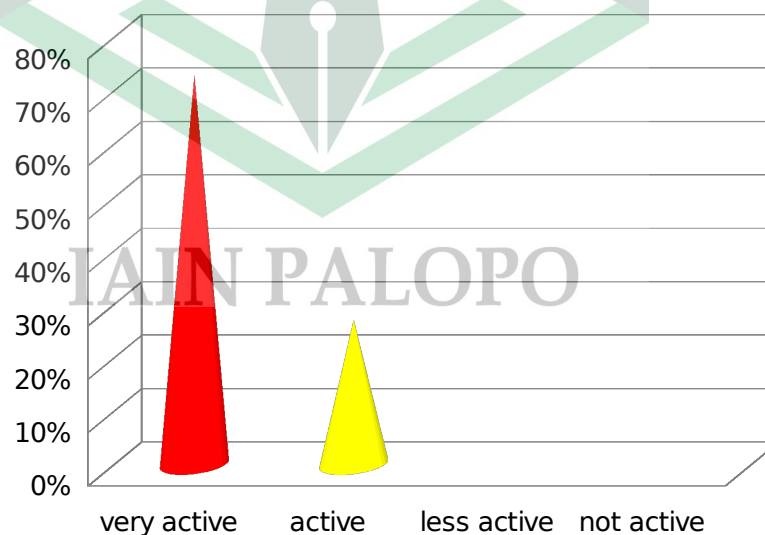
8	S. 008			
9	S. 009			
10	S. 010			
11	S. 011			
12	S. 012			
13	S. 013			
14	S. 014			
15	S. 015			
16	S. 016			
17	S. 017			
18	S. 018			
19	S. 019			
20	S. 020			
21	S. 021			
22	S. 022			

During the observation which were doing by the researcher and collaborator toward students' activity in implementation of learning process by using OAD media there were four kinds of students' activities category, such as:

- 1) Very active: there were 16 students in this category, the activity were response, responsible and good participated in activity to learning proses also they had good score and some students had improvement score.
- 2) Active: there were 6 students in this category and teir activity were responsible and their score developed well.
- 3) Less Active: there was no students in this category. the less active students in the first cycle became active students in this cycle.
- 4) Not Active: there was no one students in this category. If there, the activity would be no response to the all of the topic in the learning process. Same situation in the first cycle.

Table 4.8

Observation Chart Figure of Category of students' activity



From the chart observation toward the activity at the classroom above showed that there were 73% students “Very Active” in learning process, 27% students who “Active” to the study, 0% students who “Less Active” to joined the study and 0% students who “Not Active”. It mean that in the second cycle was more developed than the first cycle, most of students very active to joined the learning process and also most of them got good score and some of them got the improvement score. The researcher and observer were sure in this second cycle was succeed based on the observation as well as the first cycle.

d. Reflecting

The result of monitoring at the last cycle according to the researcher and collaborator that the students were really enjoy the lesson, they had strong spirit in the learning process and they had good concentration and good participated. They could focus if the researcher gave explanation about the material.

In addition the all of students seriously paid attention and based on the observation the researcher and collaborator could concluded that in the second cycle, the used of OAD media with the same strategy also effective as well as in the first cycle and it could be seen by learner’s active even had improvement.

B. Discussions

There was great progress in the research to teaching pronunciation with used OAD as a media through some steps of strategy in the learning process. Used OAD media with some steps strategy in the learning process, students could discipline in the classroom and good responsibility during the learning occurred. It occurred repeatedly for two times from cycle I and cycle II.

The classroom action research had been conducted in two cycle that consisted of three meetings, cycle I consist of two meetings and cycle II consist of one meeting, there were four stages: planning, implementing, observing and reflecting. The researcher's collaborator acted as the observer who observed and kept monitoring the research process while the researcher applied the technique in the classroom based on the planning which had been design by the researcher and collaborator. During research, the collaborator collected data by using field notes and observation checklist. Field notes and observation checklist were used to record the learning process in the classroom.

Since the students faced many problem in pronunciation. Accordingly the researcher tried to solved those problems by a strategy which was believed had power to solved those problems were OAD media and some steps of strategy. In this strategy, each students had been active, enjoy and interest in the learning process.

1. First Cycle

Based on the observation checklist and field note, the activity in cycle one was effective and succeed because the students' performance in the classroom was very active to joined the learning process. OAD media

was a media which was great to be used in teaching pronunciation through a good strategy and great ways too.

Eventhough there were some students were less active but in this cycle the researcher surely said that the goals of the research was achieved. The result of score in cycle I the highest score was 100 and the lowest score was 60 and the mean score of individual test was 91,9.

Regardless of the goals of the research was achieved, the researcher and collaborator had initiative to continued the research to more proved the power of OAD media and the strategy but using the different material from cycle I.

2. Second Cycle

From the result of students' pronunciation test we saw that the highest score was 100 and the lowest score was 80. It mean that the students' result was improved. All of students had good participation in learning process and it caused the improvement of comprehension. The researcher and collaborator more believe that the technique and OAD media was really great in teaching students' pronunciation ability and it was really nice if we used in the classroom because the students' would active and enjoy the lesson. Additionally, it could enhance students' pronunciation ability and made them easy to pronounced the words.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

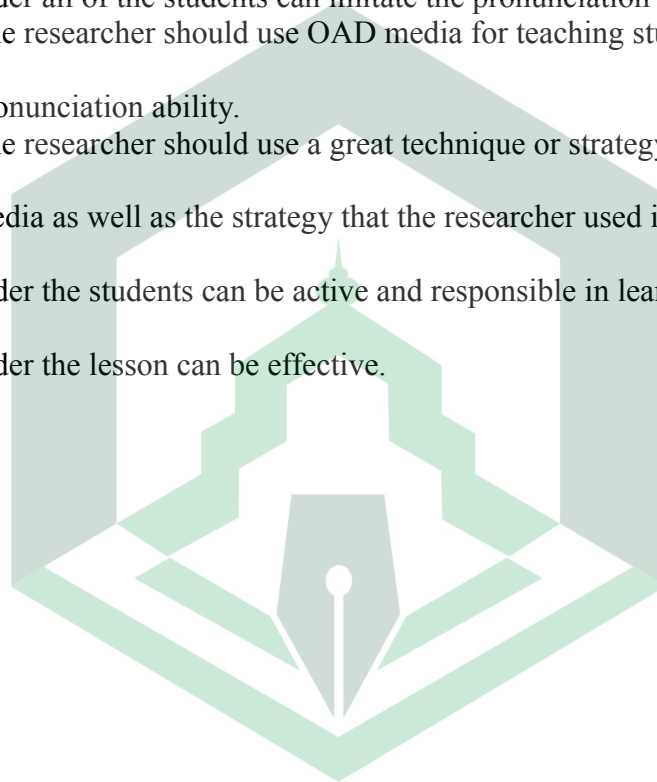
Based on the previous description of the data analysis, the researcher concluded that the best strategy to apply OAD media in teaching students' pronunciation at the four semester English department of State Institute for Islamic Studies (IAIN) Palopo are 1) Teacher gives English word list which related with labiodental and dental plicative [f, v, θ, ð]; 2) The students listen the pronunciation of the words through Oxford Audio Dictionary; 3) The students repeat the pronunciation after listen the OAD; 4) Students will be given opportunity by the teacher to pronounce the word. After that the researcher gave test for the students with gave another word list and each students pronounced the words without listened the OAD. This test also function to evaluated the lesson and students' comprehension. Using OAD media should be combined with speakers.

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B. Suggestions

The researcher suggests those who are involved in the process of teaching and learning English:

1. The used of OAD media have to repeated in order the students can be habitual and they can understand well and it must use load-speaker in order all of the students can imitate the pronunciation well.
2. The researcher should use OAD media for teaching students' pronunciation ability.
3. The researcher should use a great technique or strategy in using OAD media as well as the strategy that the researcher used in this research in order the students can be active and responsible in learning process in order the lesson can be effective.



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