

# TEACHING PRONUNCIATION THROUGH AUDIO LINGUAL METHOD AT THE THIRD SEMESTER OF STAIN PALOPO

(Classroom Action Research)



**A THESIS**

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

By,

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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT  
THE STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
2014**

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**TEACHING IMPERATIVE SENTENCE THROUGH TOTAL  
PHYSICAL RESPONSE METHOD TO THE EIGHTH YEAR  
STUDENTS OF SMP PMDS PUTRI PALOPO**

**By**

**MUSFIRAH SYAMHAR  
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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT  
THE STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
2013**

**A RESEARCH PROPOSAL**

**TEACHING IMPERATIVE SENTENCE THROUGH TOTAL  
PHYSICAL RESPONSE METHOD TO THE EIGHTH YEAR  
STUDENTS OF SMP PMDS PUTRI PALOPO**

**By**

**ULFA ICHWAN YUNUS  
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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT  
THE STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
2013**

## CONSULTANT APPROVAL

Thesis Entitle *“Teaching Pronunciation Through Audio-Lingual Method At The Third Semester Of STAIN Palopo.”*

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## ABSTRACT

Name : Fahrul Rizal  
Reg.Num : 09.16.3.0064  
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Third Semester Of STAIN Palopo

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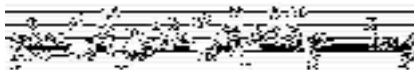
The problem statement of this thesis: “What is the effective way to escalate students’ ability in pronouncing dental fricative sounds by using Audio Lingual method at the third semester students of English Study Program Tarbiyah Department STAIN Palopo?”

This research was focused on the third semester students of English Department of STAIN Palopo. This research used the classroom action research (CAR) method. The instruments of this research were word list, interview guide, observation list, discussion between the researcher and observer, speaker, laptop, camera, LCD and recorder as the instrument in collecting data.

The result of data analysis and findings of the research show that effective way in teaching pronunciation skill by using audio lingual method at the third semester of STAIN Palopo are: ; 1) using big and good speaker was the best tool to know the pronunciation by native speaker directly and helped the students to know the position of the mouth in the words. 2) when teaching pronunciation through audio lingual method, it was better if the teacher use sound dictionary, so we can play the sounds individually. 3) The teacher has to give more practice until over and over to make all of the students can pronounce the words and the dental position in the words.

The improvement can be seen through: (1) the students’s percentage in the cycle 1, cycle 2 and cycle 3 showed that the students’ classification score of very good in the cycle 3 was higher than cycle 1 and cycle 2. In the cycle three the were 40% students got very good while in the cycle 1 no one students got very good classification and cycle 2 only 20% students got very good (2) Students’ test, the mean score of students in cycle 1 reached 7.1. And in the cycle 2 became 7.4. And in the cycle 3 became 8.0 Besides that, their pronunciation was more fluently than the previous cycle.

## ACKNOWLEDGEMENT



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Praise to be Allah Swt for his blessing and guidance so the researcher can finish this thesis even though in a simple form and the researcher realizes that there is still much weakness. Shalawat and salam to the great prophet Muhammad Saw, his family, his friends, and all of the people who still do the commands of Allah Swt and avoid his prohibitions.

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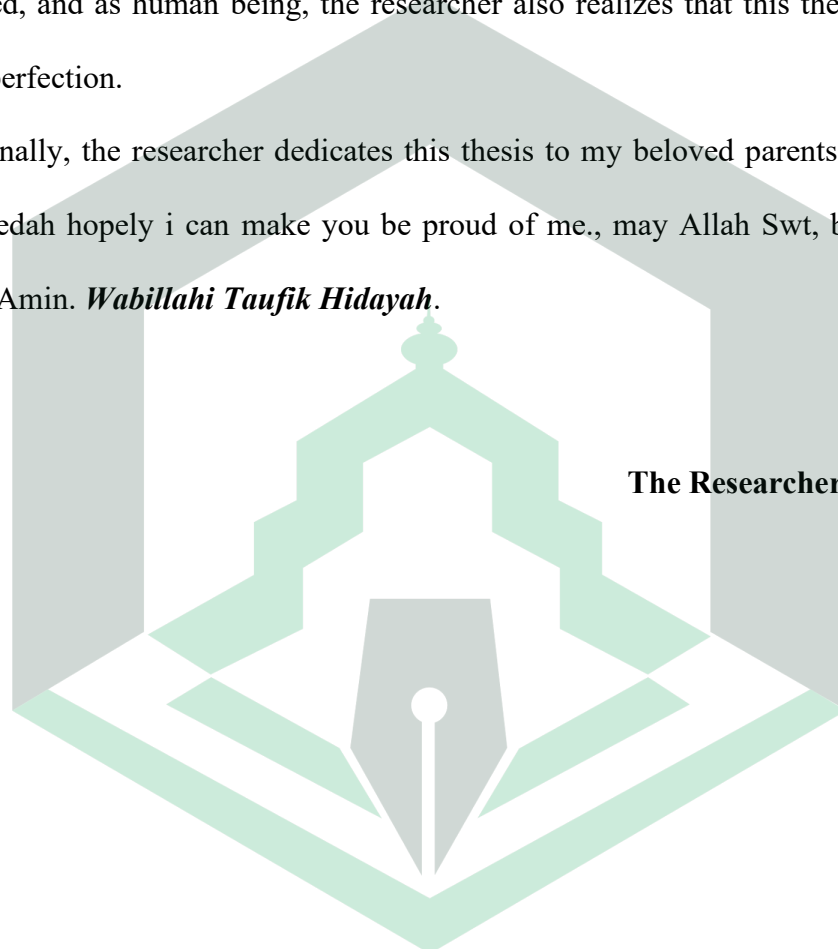
8. Thank you very much to the all my friends are Ulfa ichwan Yunus, S.Pd. Rusdiansyah S.Pd., Mutmainna , Cindi Claudia, Ardillah, Hasna Sulaeman, Pipit suci Anggraeni S.Pd. for their help and support to the researcher in finishing this thesis.



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The researcher thought that without those people, this thesis would never been finished, and as human being, the researcher also realizes that this thesis is still far from perfection.

Finally, the researcher dedicates this thesis to my beloved parents, Rustam and Nurhaedah hopely i can make you be proud of me., may Allah Swt, bless you and them. Amin. *Wabillahi Taufik Hidayah.*



## CHAPTER I

### INTRODUCTION

#### A. *Background*

In all aspects, whether in education, economic trade, politics, industry, in daily relationship, language plays an important role as medium of communication, without language people can do nothing. They even cannot express their ideas, feeling or wishes. The role of language is so important that people cannot do much of their daily activities without using language. They also use the language as their local environment and world-wide communication.<sup>1</sup>

English as an international language is used throughout the world. It is a first foreign language taught to the students in Indonesia as a foreign language. It is certainly not easy to study English and the English has very important roles to help the students to built up their language competence. One of the most essential components of English is Knowing phonethic symbol as a important thing how to pronounce the world.

As we know that the important thing in language if you are speaking with other people is you know what the people mean and other person know what do you say but how could it be the conversation will be fluency and continue if you don't know how to say the world with good pronunciation.

Good pronunciation is needed to avoid misunderstanding when people talk with one and another, especially when we give material to our student, Not only help and make us more confident in speaking but also in listening too. Someone who has a good pronunciation

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<sup>1</sup>Ac. Gimson. *An Introduction to the Pronunciation of English* , London, Edward Arnold, Third edition. 1980.

will easy to identify the words that they heard, They can differentiatife what words that the speaker mean so they will easy in listening<sup>2</sup>

The speech organs include respiratory organs and mouth between native speaker and indonesian's speech organs as a receptor language so far and very different because our daily habits always use mother tongue and because this reason improving our pronunciation different with native speaker as a resources language.

Based on the researcher pre observation on the pronunciation study club class and interview at the third semester students of English Department of STAIN Palopo , More than 80% percent of them are mispronouncing and can not different pronouncing some word such as “thing” they pronounce it as / tiŋ / /.teŋ/./tiŋ/ and between “tree” and “three”.they pronounce them / tri /tree/. They find the difficulties in differentiating the pronunciation between /ð/ and /θ/. They said that pronunciation is very difficult to learn because we never study it before and than they are also to be lazy to open dictionary to make sure if the pronounce of the word are correct. Some of the student find the difficulties in pronouncing between /ð/ and /θ/.

Link up, word connection, ending ed-es also is a big knowledge we have to know in study English in speaking actually, and as my research I had done so many people in Indonesia doesn't know the requirement how to use the part of pronunciation above.

Knowing Phonetic symbol is one of the crucial elements in learning a foreign language especially english. Phonetic symbol is considered as the most significant factor. Without knowing phonetic symbol people will not be able to say the world well and other person doesn't know what you mean.

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<sup>2</sup>Pipit suci anggriani,*Teaching pronunciation through movie at the second year students of STAIN Palopo in 2012/2013 academic year*,(Palopo:STAIN Palopo,2012).

Aan baker Sharon goldstein state that pronunciation is designed to help high beginning to intermediate students recognize and produce the sounds of American and british English, It covers all the vowel and consonant sound of the language, as well as stress, rhythm, intonation, linking and other features of connected speech.

Knowing the part of pronunciation is one possible technique that can help to the teacher built their students speaking since the students will have more opportunity to identify the word during the teaching and learning process. One of the interesting method wich can use to teach English skills is audio lingual method. Therefore the researcher try to use audio lingual method as a method to improve English skill specially pronunciation. Knowing the phonetic symbol and how to pronounce the word quickly is the appropriate way before speaking, because with this method student can enjoy learning process beside they study how to know it, Student also directly practice it in this class together and the teacher direct guide them and make sure if they are mistake and the student can repeat it everywhere and wherever even if they want to sleep. It can motivate the students to learn pronunciation like native speaker and pay attention to the material and they will not get bored during the class.

Based on the previous statements, so the researcher has the initiative to use audio lingual method in teaching pronunciation and deliver a thesis entitled **“Teaching Pronunciation through Audio Lingual Method At the Third Semester of STAIN Palopo”**

### ***B .Problem Statement***

Based on the background above, the research question is formulated as follows: What is the appropriate way in teaching voiced and voiceless dental fricative sounds ( / ð / . / θ / ) through the audio lingual method at the third semester students of STAIN Palopo ?”

### ***C. Objective of the Research***

Based on the fact stated in the background above, The objective of this research is to find out what is the appropriate way in teaching voiced and voiceless dental fricatives sounds through audio lingual method at the The third semester students of English Department of STAIN Palopo?

### ***D. Significance of the Research***

The result of the research was useful :

1. In this case , the researcher expects to be a piece of useful information for the lecturer of English especially in teaching learning pronunciation.
2. It is also expected that the students can be motivated to learn English so that they are able to master english pronunciation well and help the student to get the interesting method/media in teaching pronunciation it will be useful to be a feedback for the students about their ability in pronunciation.

### ***E. Scope Of Research***

The scope of the research was restricted to different sounds in English based on received pronunciation produced by the third semester of English Department of STAIN Palopo. the writer focuses on voiced and voiceless labiodental fricatives sounds /ð/. /θ/.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents previous of related research finding, some pertinent ideas, theoretical framework, and hypothesis.

#### ***A. Some Previous Related Research Findings.***

1. Anggar Wulandari in his research “improving Students Pronunciation by using Audio Visual Aids (AVAs) at the fifth year students of Al-Azhar Syifa Budi Elementary School of Surakarta in Academic year 2007/2008” states that the implementation of AVAs technique is very effective in teaching pronunciation to the student’s of elementary school and really improve the students’ pronunciation because AVAs is very interested for the students. The researcher finds that AVAs technique has been known by the students as a interested and can motivate the students to have a good pronunciation like the native speaker.<sup>1</sup>

2. M.I. Indriani Man possesses in commons with many other animals, the ability to produce sounds by using certain of his body’s mechanisms. The most usual *source of energy* for our vocal activity is provided by an air-stream expelled from the lungs.

3. Merlin in her research shows that there is a significant difference between before and after giving the treatment by teaching phonetic symbol and practice directly. Can motivate the students to improve their ability and made them more interested in learning listening. It is proven from the students’ mean score of the post test which is higher (8.87) than the

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<sup>1</sup> Anggar Wulandari, *Improving Students’ Pronunciation Using Audio Visual Aids (AVAs) at the Third semester of Al-Azhar Syifa budi Elementary School of Surakarta IN academic Year 2007/2008*, (Surakarta: FIKIP-UMS2008). Online, [Http ://www .eprint.ums.ac.id //1\\_ ANGGAR\\_ W. pdf](http://www.eprint.ums.ac.id//1_ANGGAR_W.pdf). Accessed on 23th September 2012.

students' mean score of the pretest (3.97)<sup>2</sup>. That's why the researcher use audio lingual method in teaching pronunciation. She suggested the people are hoped used audio lingual method in improving their ability and quality in English, especially in listening skill. It is intended to make people more understand and more enjoyable in learning English.

According to the some studies above, researcher will use audio lingual method in this research to improving the students' skill in pronouncing the English word, because more effectively, fun and interesting for student.

### ***B. Conceptual of English Pronunciation***

The Longman pronunciation dictionary by John C Well for example denotes 24 consonant and 23 vowels used in Received Pronunciation (RP). To be understood the speech sounds and phonetic features are organized in language, they can be used to create contrast as a mission of phonology.

The concept of 'pronunciation' may be said to include:

1. The sound of language
2. Stress and rhythm
3. Intonation<sup>3</sup>

There are two fields of pronunciation, they are phonetics and phonology. Phonology deals with the sound systems of languages and phonetics deals with the physical realisation of the elements of the sound system, e.g. how the sound is physically produced (articulatory phonetics), or the acoustic characteristics of the speech sound (acoustic phonetics).

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<sup>2</sup>Merlin, *Improving Students' Listening Skill by Watching English Movies of the first year students of SMA Negeri 1 Bua Ponrang*, (Palopo:UNCOK Palopo,2011).

<sup>3</sup> Ur Penny, *A Course in language Teaching*, (Cambridge University: 1996), p. 47.

Pronunciation is the act of manner, pronunciation something articulate utterance. A way of speaking a word, especially a way that is accepted on generally understood. And the graphic representation of the way a word is using phonetic symbols.<sup>4</sup> In the other hand pronunciation is the way to produce of word in native speaker. Become problem if we speak in English but we can speak like the native speaker.

Jeremy Harmer adds three areas to know about pronunciation:

a) Sounds

All words are made up of sounds like this, and speaker of a language need to know these sounds if they understand what is said to them and be understood in their turn.

Some problem of the speaker in English language that they have the difficulty with individual sounds for example: the Javanese who says a word which sound like “light” instead of the intended “right”.

b) Stress

Stress is the part of word or phrase which has the greatest emphasis because the speakers increase the volume or changes the pitch of their voice.

Native speaker of language unconsciously know about stress and how to use works. They know which syllables of words are stressed and they know how to use stress to change the meaning of phrases, sentences, and questions.

c) Intonation

Intonation is clearly important then and the competence users of the language, recognize what meaning it has and can change the meaning of what they say through using it in different ways.<sup>5</sup>

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<sup>4</sup> The Free Dictionary, *Pronunciation*, 2004. Online, [Http://www.thefreedictionary.com](http://www.thefreedictionary.com). Accessed on 23<sup>rd</sup> September 2012.

<sup>5</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1991), p. 11.



Daniel Jones says that there are six types of pronunciation, they are:

1. No two people pronounce exactly alike. The differences arise from a variety of causes, such as locality, early influences and social surroundings.
2. It is thought by many that from several points of view that a standard speech would have its uses. A standard pronunciation would also be useful to the foreigner learners of English.
3. But though attempts have been made to devise and recommend standards, It cannot be said that any standard exists. Londoners speak in one way, Bristolians in another, Scotsmen in several other ways, and American speech too is very different.
4. There are also styles of speech for each individual. There is rapid colloquial style and slow formal style, and there are various shades between the two extremes.
5. The science dealing with such matters is called Phonetics. It is in which, given a fairly detailed description of the form of English pronunciation which, though not a standardization at least be said to be easily understood throughout the English speaking world, and attention is called to some of the more outstanding divergences of style employed by individual speakers.
6. Nearly every reader is likely to find a point which is pronunciation differs from the Received Pronunciation described.<sup>6</sup>

### ***C. 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.<sup>7</sup>

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<sup>6</sup> Daniel Jones, *The Pronunciation of English*, (Definitive Edition, Britain; Cambridge University press, 1994), p. 1.

<sup>7</sup> Roach Peter, *English Phonetics and Phonology*, (Britain; Cambridge University.1983), p.35.

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, sounds as generated by source; second, sounds as transmitted through a medium; and third, sounds as perceived by receiver<sup>8</sup>.

There are some opinions of about the definition of phonetics:

- a) Phonetics is the study of the sounds of speech, phonemes and allophones and the way they are produced, transmitted and received by the listener.<sup>9</sup>
- b) Phonetic is the study of how the vocal track makes different sound.<sup>10</sup>
- c). Phonetic is the study of the production, transmission and reception speech sounds.<sup>11</sup>
- d). Phonetic is the science which studies the characteristic of human sound making, especially those sound used speech and provide methods for their description, classification and transcription.<sup>12</sup>

And based on the opinions above it can be conclude that phonetics is the study of how the vocal track produce the sounds and received by the listener.

The purpose of phonetic is provided an inventory and description of the sound found in speech. To learn how the speech sounds are produced it is necessary to become familiar

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<sup>8</sup> Ashar Arsyad, *English Phonology; an Introduction*, (Ujung Pandang; Fak.Tarbiyah.IAIN Alauddin.1989), p. 3.

<sup>3</sup>Ronald Wardhaugh, *Introduction to Linguistics*, (New York; Mc. Graw hill 1981), p. 271.

<sup>4</sup> Mary Finocchiaro and Robert Rodman, *an Introduction to Language*, (New York; Regents Pub. Company. Inc 1979), p. 281.

<sup>9</sup> Finocchiaro (1973:271) in Arsyad,Azhar , *English Phonology; an Introduction*, p. 1.

<sup>10</sup> Victoria Frompkin, Robert Rodman, and Nina Hyams. *An introduction to Language*. Seventh Edition Belmont, CA: Heinle Publishing. 2002, p. 28.

<sup>12</sup> David Crystal. *A Dictionary of Linguistic and Phonetic*. (New York: basil Black Well, 1985), p. 230

with the different parts of the vocal tract. These different parts are called articulators and the study of them is called Articulator Phonetic.

The concrete phonetic characteristic of the sounds used in language are:

1) Acoustic Phonetic

The study of physical characteristic of sounds in language uses laboratories instrument.

2) Auditory Phonetic

Studies the way of perception in produce sounds.

3) Articulator Phonetic

Studies the way in which speech sounds are made (articulated) by the vocal organs.<sup>13</sup>

There are some opinions of phonology, they are:

1) Phonology is the study how of speech sound form pattern.<sup>14</sup>

2) Phonology is the study of how sounds are combined form words.<sup>15</sup>

3) Phonolgy is about things that are basically phonetic, it requires the concept, terminology, and notations of phonetics.<sup>16</sup>

4) Phonology is the description of systems and patterns of sounds that occur in a language.<sup>17</sup>

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<sup>13</sup> David Crystal, *A Dictionary of Linguistic and Phonetics*, (Boston; Little Brown Company, 1978), p. 229.

<sup>14</sup> Thomas Carlyee. *Phonology: The Sound patterns of Language*, 1881, p.267.

<sup>15</sup> Victoria Frompkin, Robert Rodman, and Nina Hyams, eds. *An Introduction to Language*. Seventh Edition Belmont, CA: Heinle Publishing. 2002, p. 28.

<sup>16</sup> Roger Lass, *Phonology and Introduction Into Basic Concept*, (Cambridge University Press, 1984), p. 1.

<sup>17</sup> Peter Ladefoged. *A course in Phonetics*. (Los Angles: University of California, 1982), p.22.

Based on the definition above it can be say that phonology is the study of how the sounds are combine form words. Phonology is concerned with the sound structure of language. It involves studying a language to determine its distinctive sounds and to establish a set of rules that describe the set of changes that take place in sounds.<sup>18</sup> When they to occur in different relationship with other sounds.

### a. Articulators

The general term in phonetics for physiological movements involved modifying airflow to produce the various types of speech sounds using vocal tract above the larynx. The action of vocal cord, the position of the soft palate and other organs in the mouth-tongue and lips particularly. Any specific parts of the vocal apparatus involved in the production of sounds are called Articulators<sup>19</sup>.

There are seven parts of articulators used in speech sounds, namely:

#### 1. Pharynx

A tube which begins just above the larynx, it is about 7cm long in women and 8cm long in men. It is top end divided into two, One part being back of the mouth and the other being in beginning of the way through the nasal cavity.

#### 2. Velum or Soft palate

One of the articulators that can be touched by the tongue. The other important thing about the velum is that it one of the articulators that can be touched by the tongue.

#### 3. Hard Palate

Is often called the roof of the mouth. its smooth curved surface with tongue.

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<sup>18</sup> Roger Lass, *Phonology and Introduction Into Basic Concept*, (Cambridge University Press, 1984), p. 1.

<sup>19</sup> David Crystal. *Op. Cit.*, p. 22.

#### 4. Alveolar Ridge

Between the top front teeth and the hard palate. Its surface is really much rougher than it feels, and is covered with little ridges. Sounds made with the tongue touching here (such as t and d) are called alveolar.

#### 5. Tongue

Very important articulators and it can be moved into many different places and different shapes. It usual divides the tongue into different parts, though here are no clear dividing lines within the tongue.

#### 6. Teeth

The tongue is in contact with the upper side teeth for many speech sounds. Sounds made with the tongue touching the front teeth are called dental.

#### 7. Lips

Are important in speech, They can be pressed together (when we produce p and b), brought into contact with the teeth (as in f and v) or rounded to produce the lip for vowels like u:. Sounds in which the lips are in contact with each other called bilabial, while those with lip to teeth contact are called labiodentals<sup>20</sup>.

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<sup>20</sup> Peter Roach, *English Phonetics and Phonology* (Ed.V; Britain; Cambridge University Press, 1994), p. 9.

## b. Vowels and Consonants

From the practical phonetics stand points, it is convenient to distinguish two types of speech sounds. Simply because the majority of sounds described and classified most appropriately according two types of this sounds. Speech consists of alternation of two major sound-type: vowels and consonants.<sup>21</sup>

### 1. Vowels

This category of sounds is normally made with a voiced regressive airs-stream without any closure or narrowing such as would result in the noise component characteristic of many consonant sounds moreover, the escape of the air is characteristically accomplished in any impeded way over the centre line of the tongue.

A description of vowel sounds can be explained by three factors as follows:

- a) The position of the soft palate raised for oral vowels lowered for nasalized vowels
- b) The kind of aperture formed by the lips-degree of spreading or rounding
- c) The part of the tongue which is raised and the degree of raising.<sup>22</sup>

Gimson argues that sound could be written in a number of ways or the same spelling do service for several sounds.<sup>23</sup> So that the same word might be spelt in different ways by different writes. It is according to linguistic rule that occur in any language, but some of it differences for each language.

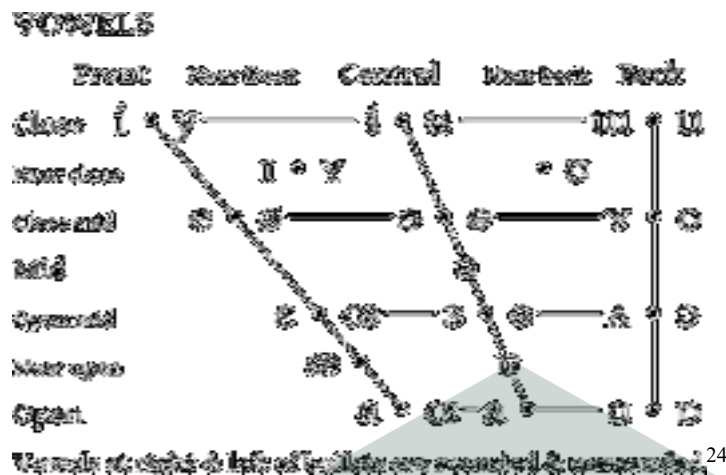
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<sup>21</sup> Patricia Ashby, *Understanding Phonetics*. London: Hodder Education, 2011, p.4.

<sup>22</sup> A. C. Gimson, *An Introduction to The Pronunciation of English* (Ed. III; London; University College London, 1984), p. 39.

<sup>23</sup> *Ibid.*

Table 1. Vowel Chart



## 2. Consonant

Consonant articulations are relatively easy to feel and as a result most conveniently described in terms of place and manner of articulation.

According to position of the vocal cords the consonant can be divided by:

1. Voiceless : p,t,k,f,s,f,Ø,h.
2. Voiced : the rest of consonant

Mackey finds that place of articulation is the exact point in the oral cavity at which the air stream is modified that is lips, teeth, alveolar ridge, gives a second dimension for classifying consonant<sup>25</sup>.

The oral cavity means that a resonating chamber of primary importance to speech, since its size and shape can be modified so greatly. Its internal volume can be changed by modification in tongue and jaws position. In other words it means that our anatomic have

<sup>24</sup> Wikipedia, *Vowel Chart*, 2005. Online <http://en.wikipedia.org>. Accessed on 11 February 2012.

<sup>25</sup> Ian Mackey R.A, *Op.cit.*, p. 115.

important role in producing the sound. The classification of sound system relate with the articulators like tongue, lips, teeth, and vocal cord.

Steinberg argues the ability of person to develop and control the muscles of the body is an essential component of the speech production process.<sup>26</sup> In order to produce speech muscles must control all of articulator phonetic. The fact new skills become more difficult to acquire the early teens.

To describe consonant by the position at which part of mouth come together to produce a closure or a near closure that allow the passage of a narrow Stream of air. These position are called point of articulation, for English consonant there are seven primary of point from font to back, they are;

- (a) Bilabial (literally “two lips): the upper and lower lips. Bilabial sounds are p, b, m, and w.
- (b) Labio-dental: the upper teeth and lower lip. Labio-dental sounds are made by bringing the lower lip into conyact with the upper teeth. They are f (voiceless) and v (voiced).
- (c) Dental (interdentally): the upper teeth and the tip of the tongue. Interdental sounds are made by placing the tongue tip between the teeth.
- (d) Alveolar: the tooth, or gum, ridge behind the upper teeth and tip of the tongue. The tongue touches the alveolar ridge. The sounds made in the alveolar area are t, d, n, l, s, and z.
- (e) Palatal: the front part of the palate and the front part of the tongue. Here the tongue does not touch strongly, but forms a narrow passage through which air escape.

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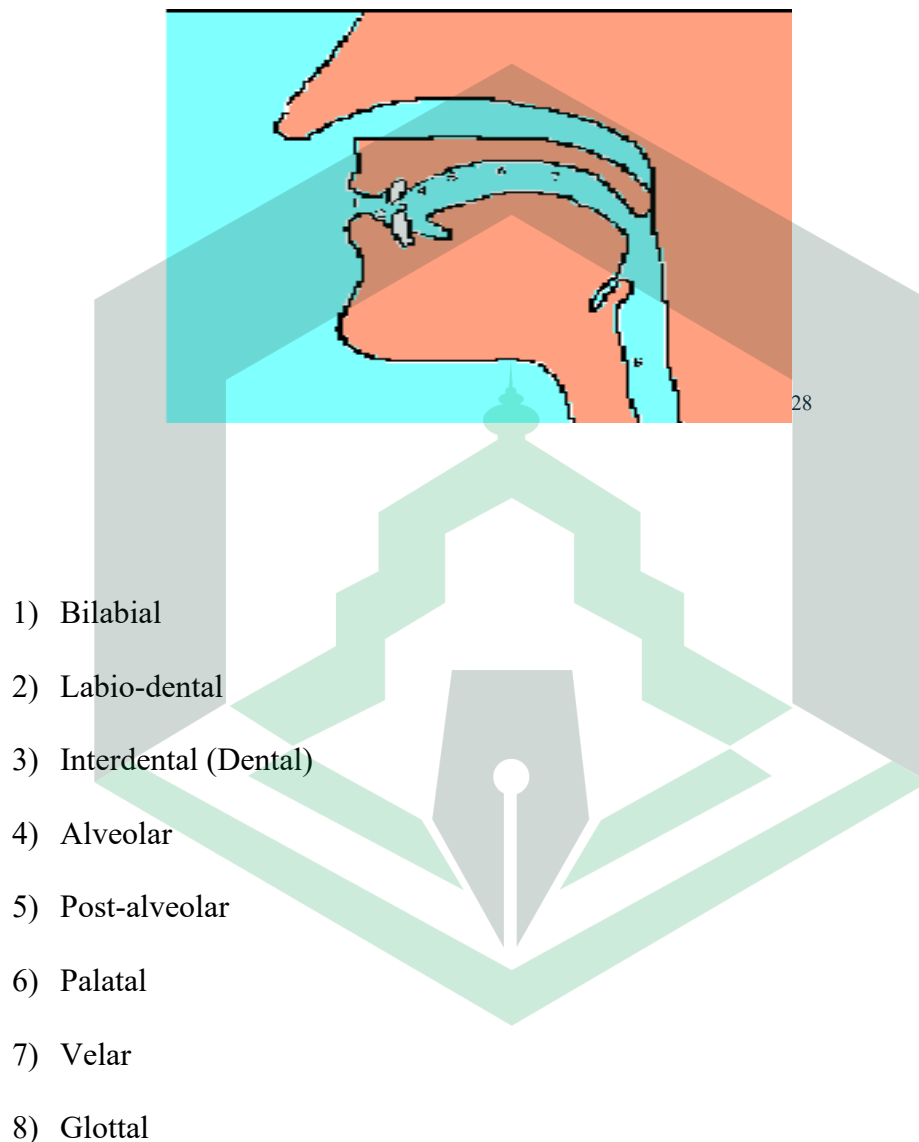
<sup>26</sup> D, Steinberg, *Psycholinguistic, Language, Mind, and World* (New York; Longman 1982), p. 176.



(f) Velar: the back soft palate or velum and the back of the tongue, the velum is the soft fleshy area directly behind the palate. Velar sounds are articulated by bringing the back of the tongue into contact with the velum.

(g) Glottal: The “h” sound is release of air through the vocal cord of glottis<sup>27</sup>.

**Picture 1. Picture Place of Articulation**



<sup>27</sup> Ashar Arsyad, *English Phonology; an Introduction*, (Ujung Pandang; Fak.Tarbiyah.IAIN Alauddin. 1989), p. 39.

<sup>28</sup> Amaliah Yahya, Data Powerpoint Tataran Linguistik: Fonetik dan Fonologi, 15<sup>th</sup> November 2007.

Manner of articulation is the air stream from the mouth, is modified (blocked, restricted, diverted, etc). Provide a means of classifying consonants. Based on definition of manner of articulation it the type of the closure of narrowing at the point of articulation it divided into five types.

Roach notes that consonant with characteristic that when they are produce, air escapes through a small passage and makes a rising sound. All language have fricative, fricative are continuant consonants, which means that you can continue making them without interruption as long as you have enough air in your lung.

Besides the place of articulation and the condition of the glottis (whether the sounds is voiced or voiceless) must be refer to a third characteristic in order to uniquely describe a speech sounds. This is the manner of articulation – the action of the vocal apparatus as sounds is being produced.

- a. Stops a stop is produced by completely blocking the breath stream, then releasing it abruptly, There are six stops evenly divided among here points of articulation; the bilabial (p) and (b), the alveolar (t) and (d), and the velar (k) and (g).
- b. Affricates; are complex sounds that merge two manner of articulation; a preceding stop and following fricative. Affricates appear initially in chin “chin” and “gin” and finally in “itch” and “edge”.
- c. Fricatives: in producing the fricatives sound one of the articulation is brought close to one of the points of articulation creating a narrow opening. When the air stream is forced through this opening, a turbulence or frinction is created.
- d. Liquids: the liquids are l and r the word “liquid” its self is not descriptive term as “stop” or “nasal” rather its cover term used to group together two sounds which pattern similarly in many respect, l is sometime called lateral since the air flow around one or both sides of the

tongue and r is sometime called a retroflex since the tongue tip is turned back during its production (both liquids are voiced).

e. Nasal: when the air is allowed to escape through the nose we have a nasal. Since the action of the tongue and the velum are independent of one another. We have nasal at various points of articulation in the oral cavity:

1. m is bilabial nasal
2. n is alveolar nasal
3. ŋ is velar nasal

(all nasal are voiced)

f. Glides (also called Approximate or semi vowel) glides are sounds which provide transition to or from other sounds they appear following true vowel and at the end of such word as my, toy, now, and throw. My and toy end with a, y glide.

g. Sibilant; the fricative s, z, š, and ž are particularly noisy. These are sibilant since the affricates č and ĵ each and in a sibilant fricative they too called sibilants<sup>29</sup>

**Table 2. Table of English Consonant Phonemes**

		Place of Articulation														
		Bilabial		Labio-dental		Inter-dental		Alveolar		Alveo-palatal		Palatal		Velar		Glottal
Manner of Articulation	Stop	p	b					t	d					k	g	ʔ
	Fricative			f	v	θ	ð	s	z	ʃ	ʒ					h
	Affricate									tʃ	dʒ					
	Nasal		m						n						ŋ	
	Lateral Approximant								l							
	Retroflex Approximant								r							
	Glide	ɹ	w											j		
			State of the Glottis													
		Voiceless				Voiced										

30

<sup>29</sup> Ashar Arsyad, *Op. Cit.*, p. 44.

In this consonant table there are two consonant sounds. They are voiceless and voiced. The voiceless is in the left side with the white column and the voiced is the right side with the black column.

#### ***D. The history of Audio-Lingual Method***

The Audio-Lingual Method was developed in the U.S during the Second World War. At that time, the U.S government found it a great necessity to set up a special language training program to supply the war with language personnel. Therefore, The government commisioned American universities to developed foreign language programs for miliaty personnel. Thus the army specialized Training Program (ASTP) was established in 1942. The objectives of the army program were for students to attain conversational proficiency in a variety of foreign languages. The method used was known as the “informant method”, since it used a native speaker of the language, the informant, and linguist, The informant served as a source of language for imitation, and the linguist supervised the learning experience. This intensive system adopted by the army achieved excellent result. Linguist and applied linguist during this period were becoming increasingly involved in the teaching english as a foreign language. In 1941 the first english language institute in the U.S. was Charles fries, who applied the principles of structural linguist to language teaching. The result is an approach which advocated aural training first, then pronunciation training, followed by speaking, reading, and writing. The emergence of the Audio-Lingual Method resulted from the was established in the University Michigan. The director of the institute increased attention to foreign language teaching in the U.S. toward the end of the 1950s. The need of the radical change and rethinking of foreign language teaching methodology made language teaching specialist set about developing a method that was applicable to condition in U.S. college and

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<sup>30</sup> Gerald Kelly. *Teach Pronunciation*. Series Editor. Malaysia: Longman; Pearson Education Limited, 2000. p.7

university classroom. They drew on the earlier experience of the army programs and the Aural-Oral or Structural Approach by Fries and his colleagues, adding insight taken from behaviorist psychology led to Audio-Lingual Method, which was widely adopted for teaching foreign languages in North American colleges and universities.<sup>31</sup>

### ***E. The Definition of the Audio- Lingual Method***

Audio lingual Method is a method which using behaviorism or habitual principle. This method can make students easy to understand the material because by using this method the teacher gives the students more opportunity to express their ideas.

The Audio-lingual method is a style of teaching used in teaching foreign languages. It is based on behaviorism theory, which professes that certain trait of living things, and in this case humans could be trained through a system of reinforcement correct use of a trait would receive negative feedback.

This approach to language learning was similar to another. Earlier method called the direct method. Without using the students language to explain new words or grammar in the target language. However, unlike the Direct Method, the audio- lingual Method did not focus on teaching vocabulary. Rather, the teacher drilled students in use of grammar<sup>32</sup>.

Applied to language instruction, and often within the context of the language lab. This means that the instructor would present the correct model of a sentence and the students to sample in the same structure. In audio-lingual's, there is no explicit grammar instruction everything is simply memorized in form. The idea is for the students to practice the particular construct until they can use it spontaneously, In this manner, the lesson are built on statistic drills in which the students have little or no control on their own output. The teacher is

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<sup>31</sup>Juprimalino.blogspot.com/2011/01/audio-lingual-method.html

<sup>32</sup>Mora 2008, *Second Language Teaching Method: The Audio Lingual Method*, the internet available online, accessed on 13rd July 2012.

expecting particular response and not providing that will result in a student receiving negative feedback. This type of activity, for the foundation of language learning, is in direct opposition with communicative language teaching.<sup>33</sup>

According to Diane Larsen, Audio-Lingual method of foreign language teaching which emphasize the teaching of listening and speaking before reading and writing. It uses dialogues as the main form of language presentation and drills as the main training techniques. Mother tongue is discouraged in the classroom.<sup>34</sup> This method (Audio Lingual ) is said to result in rapid acquisition of speaking and listening skills. The audio Lingual Method drills students the use of grammatical sentence patterns. When this method was developed it was thought that the way to acquire the sentence patterns of the second language was through conditioning or helping learners to respond.

There are many different methods used to teach language and one of the methods is Audio-Lingual Method, This method is also known as the aural-oral method. It is a self-teaching method. The learning is based on repetition of dialogues about everyday situations that are initiated and drilled to make the response automatic. Reading and writing are both reinforcement of what the learner practice,<sup>35</sup>

#### ***F. Design of the Audio-Lingual Method***

Audio-Lingualism followed a structural syllabus and most the activities were based on dialogues and drills.

a. The teacher first presents a model dialogue after which the students will repeat each line for the dialogue.

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<sup>33</sup>Jack C Richard., Op.cit ,P. 27

<sup>34</sup>Diane Larsen –Freeman, *Techniques and Principles in language Teaching*, (Oxford: Oxford University Press, 1985)P.32

<sup>35</sup>[www.antalang.com/Language-training/methods.html](http://www.antalang.com/Language-training/methods.html), the Internet online Available, Accessed on 14 April 2013

b. After a while, Certain key phrases from the dialogues may be changed, The students will then substitute the patterns in the drills. This is the basis for grammar practice.

c. The drills also consisted of repetition, inflection, replacement and restatement.

d. Repetition: the students repeat an utterance; inflection: an utterance is repeated but the form of a word is changed; replacement: one word is substituted for the other; restatement: the students say an utterance in a different form.<sup>36</sup>

### ***G. Conceptual Framework***

Pronunciation of word stress was taught in word list and sound production in initial, medial and final position. In learning pronunciation, the students or foreign students who learnt the second language acquisition always faced difficulty in learning second language because of the sound and learner's mother tongue. In English there are we called interference or negative transfer and positive transfer.

Interference or negative transfer is the terms used for the negative influence of the learner's mother tongue when he or she is speaking or writing English. Mispronunciation and grammatical errors were the most common types of interference between the mother tongue and the target language and affected the meaning of the message expressed orally the students.<sup>37</sup>

According to Dulay et.al, negative transfer refers to those instances of transfer, which result in error because old habitual behavior is different from the new behavior being learned. On the contrary, while positive transfer is the correct utterance, because both the first

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<sup>36</sup>[http://en.wikipedia.org/wiki/audio\\_lingual\\_method](http://en.wikipedia.org/wiki/audio_lingual_method), Internet Online Available, Accessed on 14 April 2013.

<sup>37</sup> Claudia Marcela Rubio Manrique, *Mother Tongue Interference Foreign Language: A case study about A2 oral Production in a Colombian Public University*,(PDF), p. 110. Accessed on November 29<sup>th</sup>, 2013.

language and second language have the same structure, while the negative transfer from the native language is called interference.<sup>38</sup>

The researcher concludes that, Interference or negative transfer happen when the sound/structure of the target language or second language is different with the first language, where it makes the students difficult to say the word correctly. While positive transfer, when learning second language, the sound of the language is the same as the first language, so the students easier to say the word correctly.

The basis of audio lingual approach is repetition, oral drill and memorization. The learner should be guided by skilled training techniques in order to produce correct answers.

Basically, students' results depend on the way instructors will direct the lesson. At the beginning students cannot always understand the meaning of learning materials; however, in Audiolingualism learners should repeat carefully all the information that is presented by teacher, trying to imitate the instructor's intonation and pronunciation as closely as possible.

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Audio lingual method based on rapid acquisition on speaking and listening, and focus on more listening skill during the process, so here, there are some opinions of listening, they are:

1. According to Richard Listening is one of the most important parts of developing good communication skills. Listening well not only encourages the speaker, it helps the listener process the information they are hearing more effectively, allowing them to have discussions and provide quality feedback.<sup>40</sup>

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<sup>38</sup> <http://marlindwinastiti.wordpress.com/2013/04/02/language-interference/> (online. Accessed on November 29th, 2013).

<sup>39</sup> Ally Voronova, *Syntax and Morphology for Applied Linguists* (Power Point), March 5<sup>th</sup>, 2012, Slide 11 and 24.

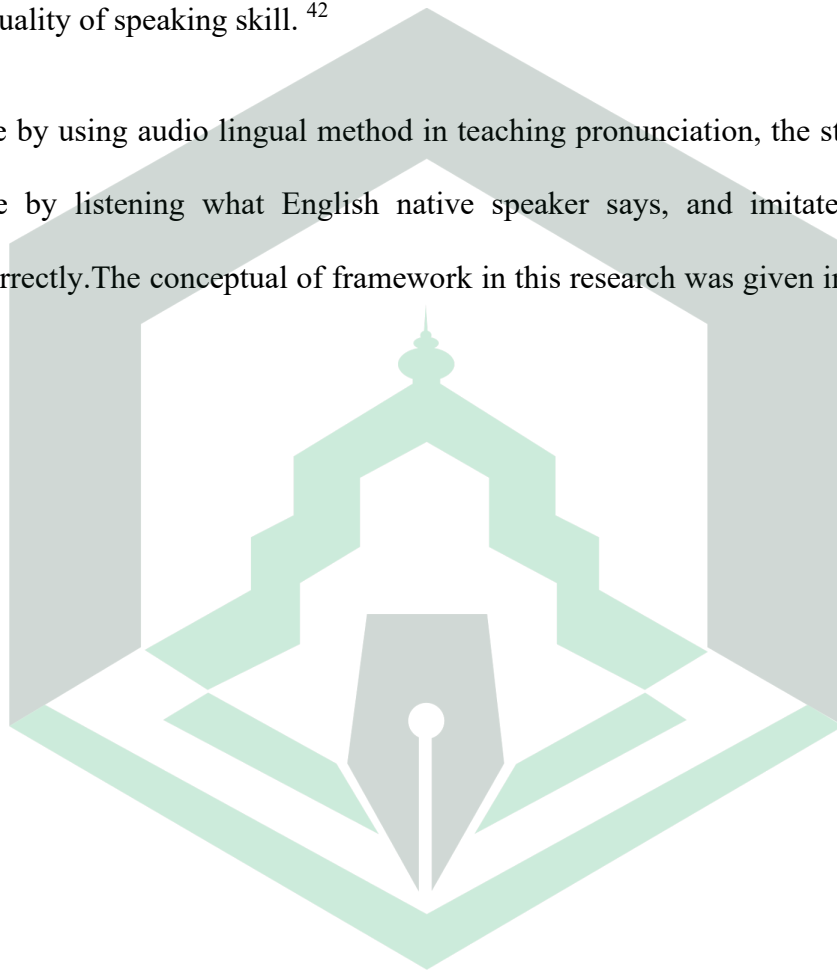
<sup>40</sup> Patti Richards, eHow Contributor . [http://www.ehow.com/info\\_8433249\\_importance-listening-skills-communication.html](http://www.ehow.com/info_8433249_importance-listening-skills-communication.html). Accessed on November 14th, 2013.



2. Hearing is the physical ability, while listening is a skill. Listening skills allow one to make sense of and understand what another person is saying. In other words, listening skills allow people to understand what someone is talking about-the meaning behind the words.<sup>41</sup>

3. Listening is very important which the students makes initial contact with target language and its culture. We can learn new words and expressions by hearing them frequently. Therefore, listening comprehension have a direct and important relation to the amount and quality of speaking skill. <sup>42</sup>

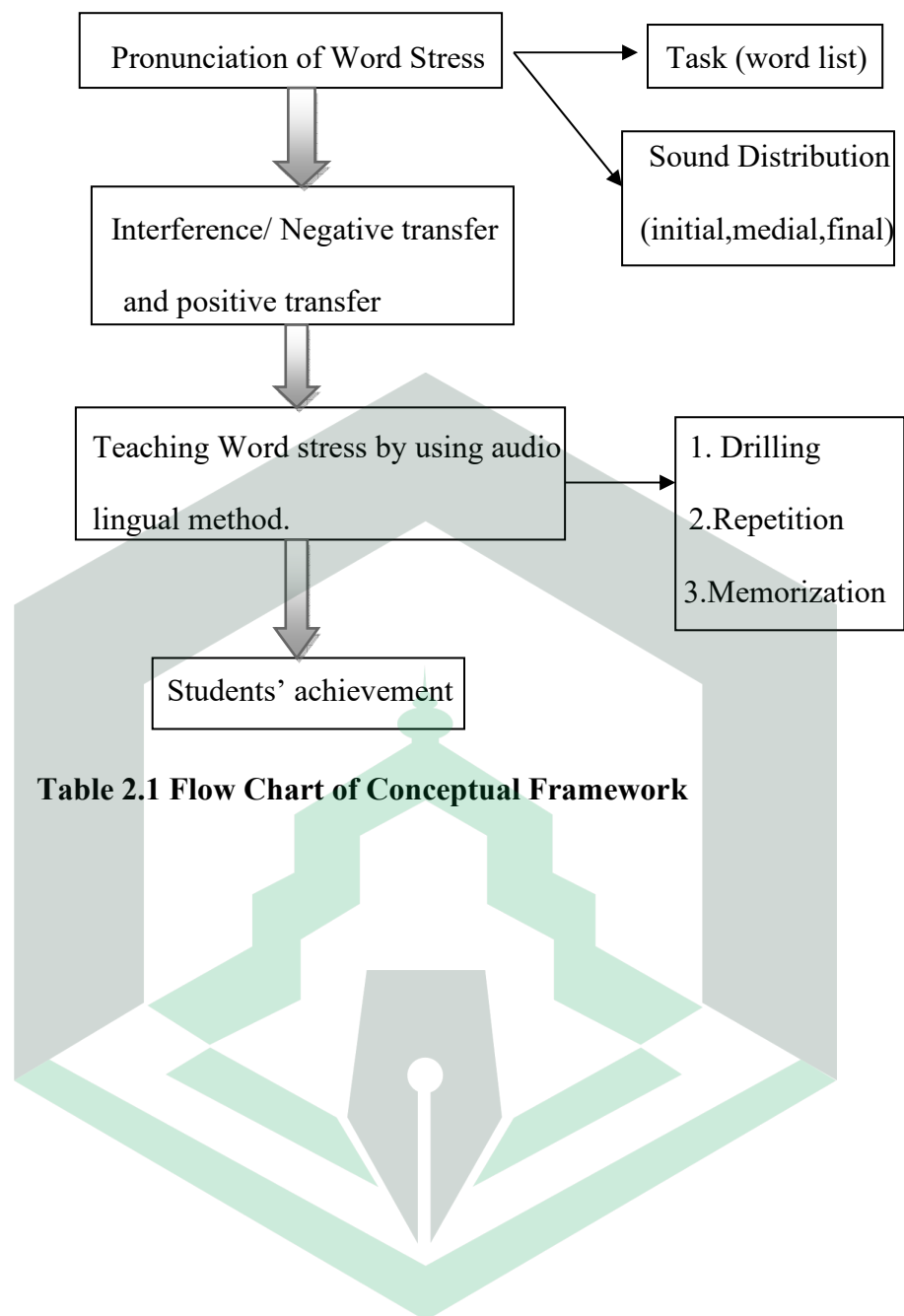
Therefore by using audio lingual method in teaching pronunciation, the students can get more practice by listening what English native speaker says, and imitate the teacher's instructure correctly. The conceptual of framework in this research was given in the following flow chart:




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<sup>41</sup>Bob Moulesong, Times Correspondent. [http://www.nwitem.com/business/jobs-and-employment/listening-skills-are-an-important-part-of-effective-communication/article\\_b4d0940a-f919-5d1a-be45-05da2c6752c2.html](http://www.nwitem.com/business/jobs-and-employment/listening-skills-are-an-important-part-of-effective-communication/article_b4d0940a-f919-5d1a-be45-05da2c6752c2.html). Accessed on November 14th, 2013.

<sup>42</sup> Jody etman, *teaching listening (Ebook)*, Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan Bahasa: Kementerian Pendidikan dan Kebudayaan, 2012.



## CHAPTER III

### RESEARCH METHOD

#### ***A. Research Types***

This research applied the Classroom Action Research (CAR) method which consist of four stages, they were: Planning, Implementation of Action, Observation, and Reflection.

There were three cycles that were be held by the researcher. Each cycle was the series of activities which have close relation. The realization of the next cycle was be continued and repaired from the previous cycle.

#### ***B. Design of The Research***

This research was be conducted in three cycles, in order to find out the appropriate way in teaching pronunciation through Audio-Lingual method to the third students of English department in STAIN Palopo. In this research, the researcher presented classroom action research where there are four stages in the procedure of Classroom Action Research (CAR), they are planning, action, observation, and reflection.<sup>1</sup> Classroom Action Research (CAR) is action research where a teacher with his/her partner do collaboration with making plan, action and reflection which is done to upgrade learning process in the class.<sup>2</sup> The researcher can

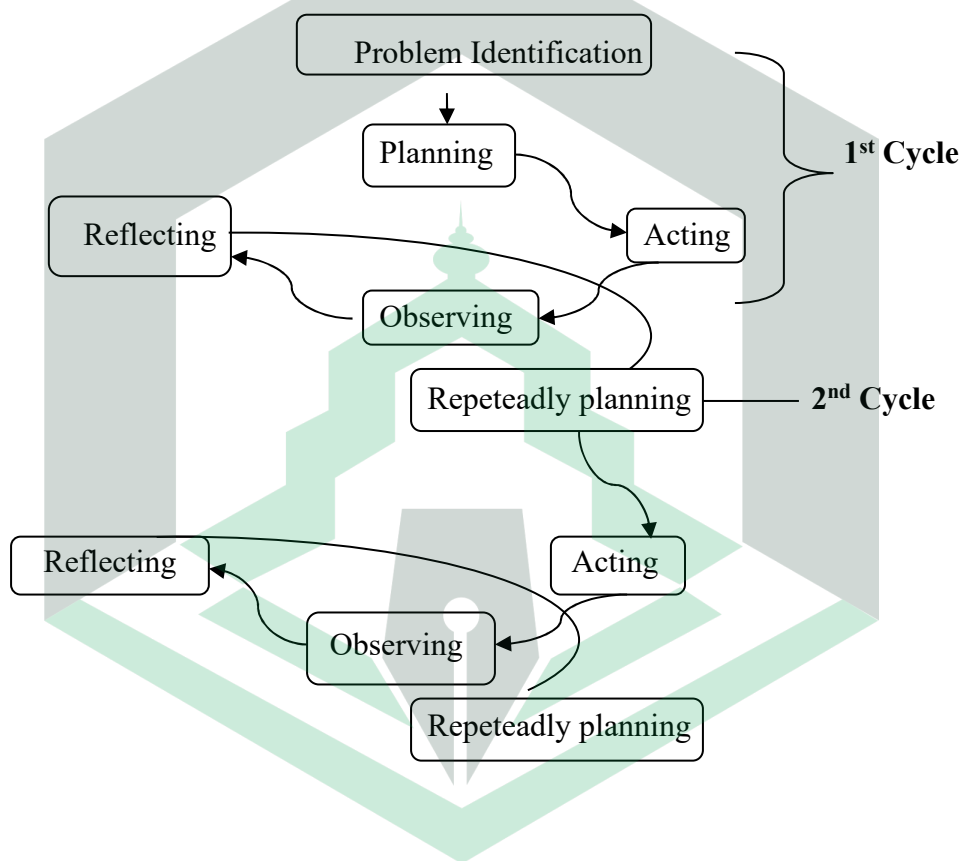
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<sup>1</sup> Suharsimi Arikunto, Suhardjono, dan Supardi. *Penelitian Tindakan Kelas*.(Jakarta: PT. Bumi Aksara. 2007), p.16.

<sup>2</sup> Kunandar, *Penelitian Tindakan Kelas Edisi Revisi*: Rajawali Pers, p.4.

conclude that CAR is a action research that is done by two collaborating persons with purpose to improve the learning process in the classroom. The basic competence which was focused on this classroom action research was the competence in mastering pronunciation through Audio Lingual method.

**Table 3.1 The Procedure of Action Research Model Hopkins<sup>3</sup>**



**C. Setting of the research**

The Researcher did this research in English Department students STAIN Palopo at the third year, which located on Jalan Agatis Balandai Palopo. The total number of the students was ten students, because the circumstances of the class where the

<sup>3</sup> Wina Sanjaya, M.Pd, *Penelitian Tindakan Kelas (first Edition)*. Jakarta : Kencana. 2009, p.53

research was done at the beginning of the semester. The research conducted into three cycles in order to find out the appropriate way in teaching pronunciation by using Audio-Lingual method to the students. This research done november until December.

#### ***D. Research Participants***

The participants of the research were:

##### 1. Teacher

The teacher in this research was as the researcher partner during the research where the teacher become an observer. The teacher observed the students during the learning process, so the researcher was able to know the students condition during the class and the teacher gave the some weakness and suggestions to the researcher for the problem and the solution to overcome these problems in each cycle.

##### 2. Students

The position of the students in this research was as the object of the research, the researcher hopes after researching the students' ability in pronouncing voiced and voiceless dental fricative sounds ( / ð / . / θ / ) into the words in all positions were initial, medial and final position, the students are able to improve their pronunciation, they can say the words correctly and they can also improve their speaking skill.

##### 3. Researcher

The position of the researcher in this research was as the subject of the research where the researcher would improve the students' ability in pronouncing voiced and

voiceless dental fricative sounds ( / ð / . / θ / ) into the words in all position, initial, medial and final position in a word.

### ***E. Instrument of Collecting Data***

The instrument used in collecting data in this classroom action research were:

1) Test: To find out the students' correct pronunciation score. In collecting the data, the researcher would use reading task. The reading consists of two types. They are word list and Passage reading Task.

#### **a. Word List Reading Task**

This task contains ten words that have voiced and voiceless dental fricative sounds ( / ð / . / θ / ). These words are distributed in three word positions (initial, medial and final).

#### **b. Passage Reading Task**

1) Guide interview list: To find out the level of successful in implementing the use of English in teaching pronunciation and also as the supporting data.

2) Observation list: It was useful to observe the students' participation during teaching pronunciation by using Audio-Lingual method in each cycle and also as the basic instrument among in discussing the part of the researcher and the observer as the way to make the reflection of each cycle.

3) Discussion : Sharing the activity between the researcher and the collaborator about the result during in the research as a way to make reflection in each cycle.

4) Camera : to take the students' picture during pronunciation class.

5) Tape recorder/ Mobile phone : To record the students' sound production in pronouncing the words.

6) Laptop : used to play the audio.

7) Speaker was used to clear the voice of native speaker and the students will interested in listening the sound from native speaker.

#### ***F. Data analysis***

The data which was collected in every observation in each cycle was analyzed descriptively through percentage technique.

##### 1. Test

The data of this research analyzed as follow:

a) Transcribing the recording result of students' sound production in pronouncing voiced and voiceless fricative sounds ( / ð / . / θ / ).

b) Students' score of pronunciation test is counted by using the formula, as follow:

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

c) Classifying the score of the students into the following criteria:

1. 9.6 to 10 is classified as excellent
2. 8.6 to 9.5 is classified as very good
3. 7.6 to 8.5 is classified as good
4. 6.6 to 7.6 is classified as fairly good
5. 5.6 to 6.5 is classified as fair
6. 3.6 to 5.5 is classified as poor
7. 0.0 to 3.5 is classified as very poor

d) Calculating the rate percentage of students score by using the following data:

$$P = \frac{F}{N} \times 100\%$$

Where: P = Rate Percentage

F = Frequency

N = The total number of the students

## 2. The Students' Participation Activeness

It would analyze by considering the students' participation and classify into passive and active classification. The following are the classification of students' participation activeness:<sup>4</sup>

- a) **Very active:** the student is responsive and participated fully in all activities in the learning and teaching process.
- b) **Active:** the students responses the material by watching, listening, speaking, identifying the words, and interacting with others, whether to the teacher or his/her friends.
- c) **Less active:** the student pays attention and gives responses once in a while.
- d) **Not active:** the student does not give responses to the material, she/he looks confused, bored, and sometimes leaves the class.

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<sup>4</sup>Tawakal, *Encouraging Students to Speak English by Using Picture at the Second Level Students of ESC Family Palopo (a CAR)*, A Thesis S1, Unpublished, (Palopo: perpustakaan STAIN Palopo), p. 55.



3. Implementation of learning by using Audio Lingual Method in teaching pronunciation by analyzing the successful level of implementation, then it will categorize into **success, less success and not success.**

b. Activities of students during the learning process: This is analyzed by considering the students' participation and classified into passive and active classification.

c. Implementation of learning by using Audio-Lingual method in teaching voiced and voiceless dental fricative sounds ( / ð / . / θ / ) by analyzing the successful level of implementation, then it categorized into success, less success and not success.

### ***G. Procedures of the Research***

#### **Cycle I**

##### **1. Planning**

Before doing the action research, the researcher needed a preparation likes:

a. Analyzed the curriculum especially the basic competence after doing the need analysis of the third year of English Students at STAIN Palopo.

b. Made a lesson plan about the use of Audio Lingual Method in teaching pronunciation especially in pronouncing voiced and voiceless dental fricative sounds ( / ð / . / θ / ).

c. Prepared the test.

d. Made the instruments which was used in cycle of classroom action research.

##### **2. Acting**

During the action, the researcher gave students material about voiced and voiceless dental fricative sounds ( / ð / . / θ / ) through Audio-Lingual Method then the researcher gave some examples of dental word. After that, the researcher asked each student to repeat the words twice.

### **3. Observation**

In this step, a researcher observed all events or activities during the research. During the learning process going on, the researcher with her collaborator observed about the situation of learning and teaching process, and also the students' participation and evaluation.

### **4. Reflecting**

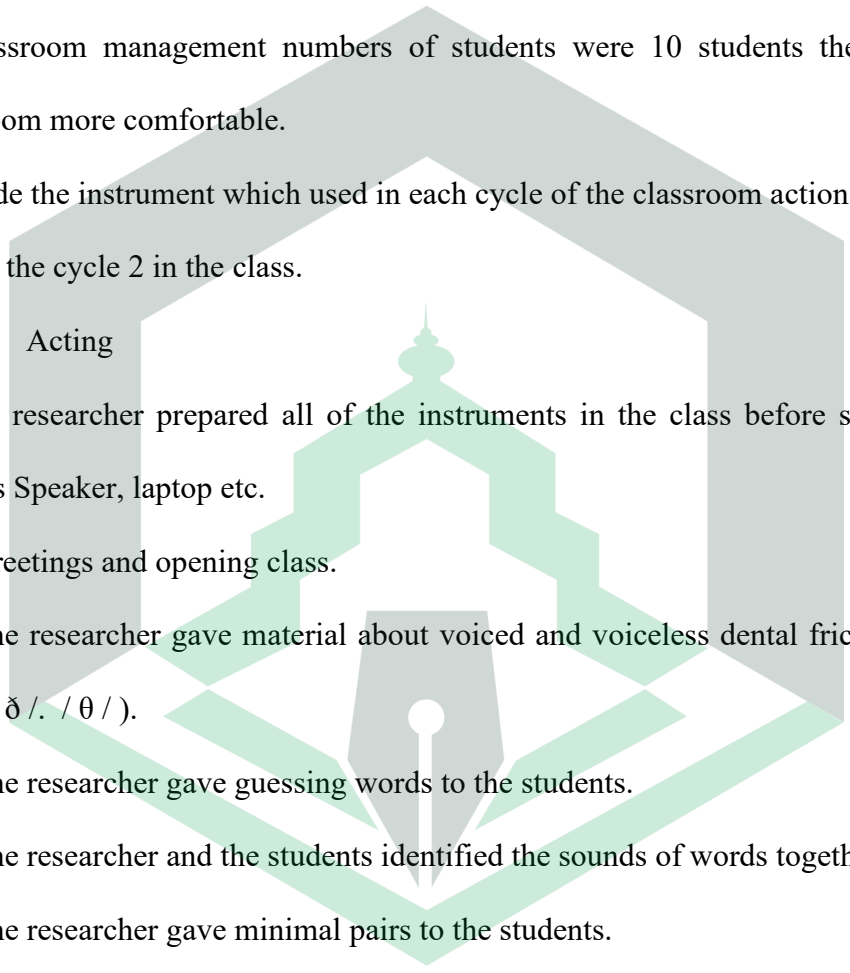
This step conducted to know how far the students understand the materials which will be given. What the strength and the weakness of this cycle. This classroom action research will success if some of the following requirement was fulfilled:

- a. The percentage of the students' frequency of occurrence the target sound of pronouncing stress in the words (75%).
- b. Most of the students are active during the learning process (75%).

### **Cycle 2**

The second cycle was the continue of the first cycle where all of the weakness and problems in the first cycle would be conducted in this cycle.

1. Planning

- 
- a. Analyzed the curriculum, especially the basic competence after doing the need analysis of the students at the third year students of STAIN Palopo.
  - b. Made a lesson plan about pronouncing dental word in the words in teaching pronunciation.
  - c. Classroom management numbers of students were 10 students then made the classroom more comfortable.
  - d. Made the instrument which used in each cycle of the classroom action research.
  - e. Did the cycle 2 in the class.
    2. Acting
      - a. The researcher prepared all of the instruments in the class before start teaching such as Speaker, laptop etc.
      - b. Greetings and opening class.
      - c. The researcher gave material about voiced and voiceless dental fricative sounds (/ð/. /θ/).
      - d. The researcher gave guessing words to the students.
      - e. The researcher and the students identified the sounds of words together.
      - f. The researcher gave minimal pairs to the students.
      - g. The researcher used drill technique to the students three times while played each word through laptop.
      - h. In the last activity, to know the students' understood about the material, the researcher gave small paper to the each student that was consist of ten word pairs, and

had them determine or chose which one the correct voiced and voiceless dental fricative sounds (/ ð / . / θ / ) in the words.

i. The reseacrher used drill technique again to the students until three times, to make them knew about the difference of voiced and voiceless dental in each word.

j. Closed the class.

### 3. Observation

There are some important things that would observe they are:

a. Pronunciation test.

b. Students' participant during the learning process.

### 4. Reflecting

This Classroom Action Research would success if some of the following requirements were fulfilled:

c. The percentage of the students' frequency of occurrence the target sound of pronouncing stress in the words (75%).

d. Most of the students are active during the learning process (75%).

## Cycle 3

### 1. Planning

a. Analyzed the curriculum, especially the basic competence after doing the need analysis of the students at the third year students of STAIN Palopo.

b. Made a lesson plan about pronouncing voiced and voiceless dental fricative sounds (/ ð / . / θ / ) in the words in teaching pronunciation.

- c. Classroom management numbers of students were 10 students then change the speaker more comfortable.
- d. Made the instrument which used in each cycle of the classroom action research.
- e. Did the cycle 3 in the class.

## 2. Action

- a. Greetings and opening class.
- b. The researcher gave the theory about voiced and voiceless dental fricative sounds ( / ð / . / θ / ).
- c. The researcher played the audio and video through laptop.
- d. The researcher asked the students to listen carefully and focus on what the native speakers' said.
- e. Closed the class.

## 3. Observation

There are some important things that would observe they are:

- a. Pronunciation test.
- b. Students' participant during the learning process.

## 4. Reflecting

This Classroom Action Research would success if some of the following requirements are fulfilled:

- a. The percentage of the students' frequency of occurrence the target sound of pronouncing stress in the words (75%).
- b. Most of the students are active during the learning process (75%).



## CHAPTER IV

### FINDING AND DISCUSSION

#### *A. Findings*

The findings of the research explained the cycles of learning and teaching process of this current research and performed from the cycle I, cycle II and cycle III.

##### *1. The explanation of cycle 1*

###### **a. Planning**

In planning section, the researcher prepared lesson plan, the supported instrument guidelines for observation sheet and camera. In this section, the researcher prepared what had to do in the action. In this section, the preparation which was prepared by the researcher before acting in the cycle 1 as followed:

1) The researcher and observer discussed about the students' problem and activity since they taught in the class D. The researcher prepared the class and all of the instruments in the class before started teaching such as Laptop, speaker etc.

2) Greetings and opening class.

3) The researcher introduced the materials of the lesson and explained it.

4) The researcher played the audio which consist of target words, so the students can listen through speaker.

5) The researcher asked the students to determine where the dental word was, by writing those words on a piece of paper.

6) The researcher asked the students came forward one by one to write the word and put phonetic symbol on each word based on what they heard.

7) The researcher and the students identified the words together.

8) The researcher played the recording until twice and asked the students to repeat those words together.

9) Closed the class.

**b. Action**

The action was held on November, 16<sup>th</sup> 2013 at 10.00 – 11.40 a.m, was located in class H5, and the researcher started the class by telling the importance of pronunciation skill in English then researcher explained the material of phonetics and phonology, basic concept of pronunciation, and aspects of pronunciation and the rules voiced and voiceless dental fricative sounds ( / ð / . / θ / ), while the students were focused on the explanation. Before explain the material the researcher did the preliminary study to know the level of students' pronunciation before they learnt the pronunciation of voiced and voiceless dental fricative sounds ( / ð / . / θ / ) by using Audio Lingual method. To make students interest and enjoy to learn pronunciation, the researcher decided to use audio lingual method. The researcher believed this method helps the students to learn language directly. According to Susan, audio lingual method based on dialogue and drill. The teacher first presents a model dialogue after which students repeat each line for the dialogue. Audio lingual method uses of grammar and sets out to achieve quick communicative competence.<sup>1</sup>

Firstly, the researcher explained the material about rules of voiced and voiceless dental fricative sounds ( / ð / . / θ / ), the students practiced the words correctly. After giving explanation, the researcher gave some words to the students to be heard, played through laptop until three times and asked the students to focus and wrote the word on piece of paper and determined the difference of each word. Then the researcher asked the students one by one to come in front of the class to write the words in the whiteboard. Then the researcher and the students identified the words together by pronounce the words and the describing of the activity of vocal cord and the researcher drilled the words with students.

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<sup>1</sup> Kifuthu Susan, *Backgrround and Characteristics of the Audio-Lingual Method*, tenj.edu (2002) <http://www.tenj.edu/~eslsla/Methodologies/Audiolingualism.html>). Accessed on 18 September 2013



### **c. Observation**

In observation activity made by researcher and observer in the cycle 1, the researcher and observer observed that some of the students were active during the class but, some of the students were still confused with the material because the researcher gave more explanation and just gave a little practice, and also the audio-lingual method needed more correction and the appropriate way or creative idea or ways to use it. The production of the words by native speaker made the students did not know exactly about the words, and then the researcher used speaker, so it made the students less focus on the sound of the words.

After finished the research, the observer concluded that, the researcher had to more understand about the audio-lingual method itself, and ,had to use more drilled, so the students could have more practice than just listened to the researcher's explanation.

The observer gave suggestion to the reseacher that, in the next meeting the reseacher tried to give Guessing word and Minimal pairs and made spesific material, so that the students could focused and consentrated with the subject.

### **d. Reflection**

The reflection was done by the researcher and observer to discuss the problems which was appeared in the cycle 1 . There were significant weaknesses in the first cycle that the researcher and the observer found:

1. There were too many teacher talking time, so it made the students lost their interest to study.
2. The researcher spoke too fast and did not explain what the speaker means in the video
3. The researcher used less drill technique, so the students did not get more practice.

4. The students found the difficulties in identifying the words because the sound of the speakers was too low and the native speaker's pronunciation was unclear, so it made the students were difficult to know the words.

5. The researcher did not use sound dictionary, so it made students were difficult to determine the words and difference of word because they just saw in dictionary book.

6. The students were still confused with the some new words that were seldom they heard, so made them were difficult to know even determined the stress of each word. So in the next meeting, the researcher and observer decided to do research in the class and gave some general words that always used in speaking to the students to make them were easy to know the words and determined their stress.

The following was the explanation of the students' score in correct pronunciation of the target sound of initial, medial, and final word stress in cycle 1.

**Table 4.1 The Students' Scoring In Correct Pronunciation Of The Target of initial, medial and the final word stress in cycle 1.**

RESPONDENTS	CORRECT PRONUNCIATION	SCORE
RD 1	6	6
RD 2	8	8
RD 3	8	8
RD 4	6	6
RD 5	8	8
RD 6	8	8
RD 7	6	6
RD 8	7	7
RD 9	8	8
RD 10	6	6
TOTAL		$\Sigma X = 71$

Calculating the mean score of the students' pronunciation test of cycle I:

$$\begin{aligned}
 X &= \frac{\Sigma X}{N} \\
 &= \frac{71}{10} \\
 &= 7.1
 \end{aligned}$$

Where:

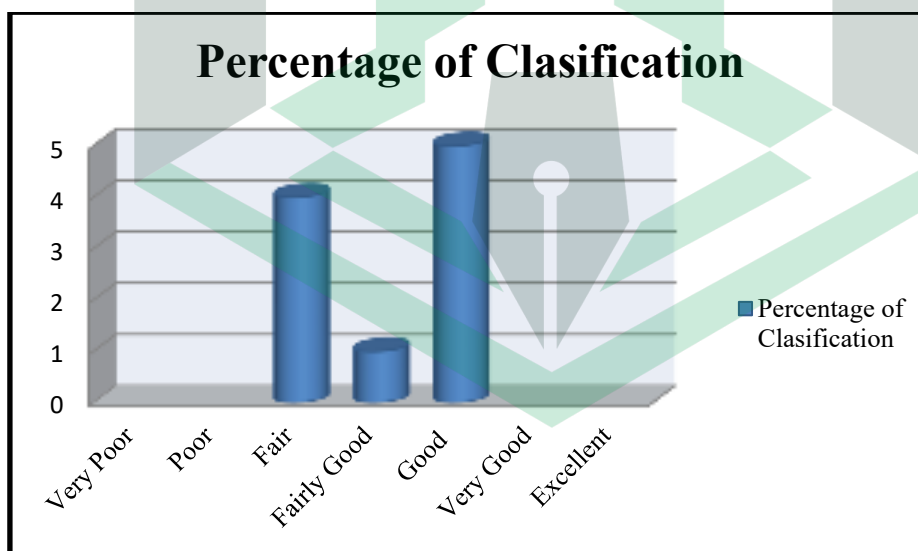
X = Mean Score

$\sum X$  = Total Score

N = total of the respondents

**Table 4.2 The Rate Percentage Of Students' Score In Cycle I**

No.	Classifications	Score	Frequency	Percentage (%)
1.	Excellent	9,6 – 10	-	-
2.	Very Good	8,6 – 9,5	-	-
3.	Good	7,6 – 8,5	5	50
4.	Fairly Good	6,6 -7,5	1	10
5.	Fair	5,6 – 6,5	4	40
6.	Poor	3,6 – 5,5	-	-
7.	Very Poor	0 – 3,5	-	-



**Table 4.3.**

**Bar Chart Of the Students' score Percentage in the cycle 1**

The table above shown that, the Third semester students of STAIN Palopo in word reading task pronunciation test in cycles I; there were 5 students (50 %) good , 1 students (10%) got fairly good, 4 students (40%) got fair, and there was not student got excellent, very

good, poor and very poor classification. It can be conclude that there were 50% students in this cycle had ability in pronunciation test and they had known to pronounce the target sound initial, medial and the final voiced and voiceless dental fricative sounds ( / ð / . / θ / ) pronouncing correctly and they had been hindered by their mother tongue .

The following was the explanation of the result of the researcher and observer's observation of the students' activeness participation during the class and the result of students' sound production of the target sound initial, medial and the final dental fricative sounds in the words that researcher found during the cycle I.

The researcher divided the students' participation activeness during class into four points, namely:

- a. **Very active:** the student is responsive and participated fully in all activities during the learning and teaching process.
- b. **Active:** the students responses the material by listening, identifying the words, speaking and interacting with others, whether to the teacher or his/her friends.
- c. **Less active:** the student pays attention and gives responses once in a while.
- d. **Not active:** the student does not give responses to the material, she/he looks confused, bored, and sometimes leaves the class.

**Table 4.4 The result of Students' Activeness Participation during the class in The Cycle**

Respondent	Very active	Active	Less active	Not active
001	√	-	-	-
002	√	-	-	-
003	-	√	-	-
004	-	-	√	-
005	-	-	√	-
006	-	√	-	-
007	-	-	√	-
008	-	-	√	-
009	-	√	-	-
010	-	√	-	-
<b>Jumlah</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>0</b>

**Table 4.5. The Percentage of Students' Activeness Participation during The Class**

No	Classification	Frequency	Percentage (%)
1.	Very Active	2	20
2.	Active	4	40
3.	Less Active	4	40
4.	Not Active	0	0

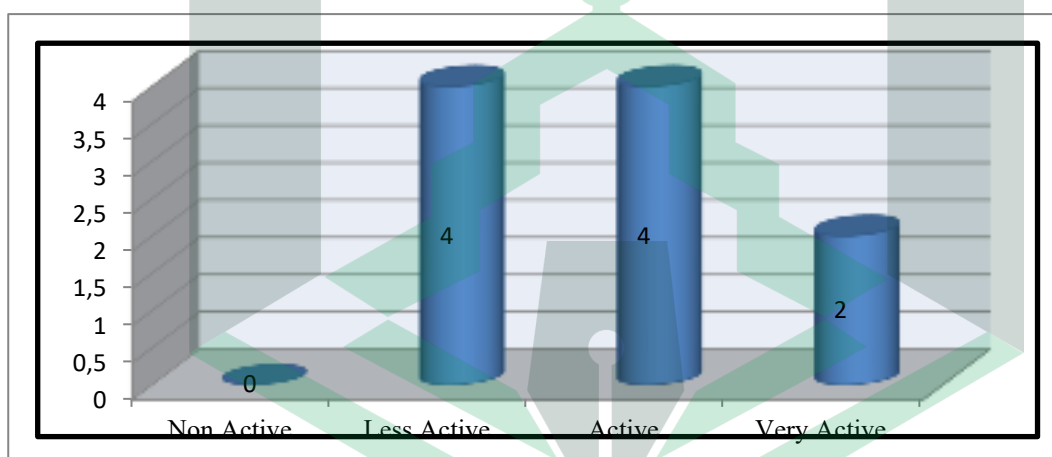
$$P = \frac{F}{N} \times 100 \%$$

**Where:**

P = Percentage

F = Frequency

N = total of students

**Table 4.6. Bar Chart of The Students' Activeness Participation During The Class in Cycle 1**

Most of the students were active during the pronunciation class, because the students participated fully in the all activities such as listening, speaking, identifying the words and interact each other during the class pronunciation. When the researcher played the audio, they heard the native speaker sound seriously to know what the native speaker said and what the difference of voiced and voiceless dental fricative.

There were 2 students were very active. They enthusiasm in determining the words stress, 4 students were active, 4 students were less active because sometimes they looked confused in identifying the stress position in the words. It meant that the students' active in class were 60% and this cycle less success because this cycle would be said success if the students' activeness was 75 %.

## ***2. The explanation of cycle 2***

### **a. Revised Planning**

1) Greetings and opening class.

2) The researcher gave spesific material to the students to make them more understand about dental, because in the first cycle, the researcher gave all of the rules of the voiced and voiceless dental fricative sounds , gave some words to the students which included all of the rules, so it made the students were confused to determine the difference in each word.

3) The researcher gave some examples to the students about the material “ *the point of Articulation, the manners of articulation and the activity of vocal cord*”, drilled the words to make students knew what the difference of word.

4) In Controlled practice one, the researcher gave guessing words to the students. Played through laptop, had the students guess the words, wrote the words, and determined the activity of vocal cord by giving phonetic symbol ' in each word example : That / ðæt /  
Thank / θæŋk /

5) The researcher and the students identified the dental words s together.

6) In controlled practice two, the researcher gave 5 words to the students to diferentiate of voiced and voiceless dental fricative sounds in a word.

7) The researcher used drill technique to the students three times while played each word through laptop. To make them were sure with the reseacrher. In the first cycle, the students were less practice so, in the cycle two the researcher gave more practice to the students.

8) In the last activity, to know the students' understood about the material, the researcher gave oral to the each student that was consist of ten words, 5 voiced and voiceless dental fricative sounds and had them to pronounced the word.

9) The reseacrher used drill technique again to the students until three times, to make them knew about the position of dental sound.

10) Closed the class.

#### **b. Action**

It was held on November 27<sup>th</sup>, 2013 at 08.00 until 10.40 a.m in the class H6. At the first activity, the reseacrher gave material of dental fricative sounds but, just focused on the speech organs and the respiratory organs and mouth. The researcher explained it and gave some examples to the students. After giving examples, the researcher said the words and asked the students followed. After giving the material, the first controlled practice, the researcher gave Guessing words to the students to know whether the students could listen the words and gave phonetic symbol correctly or not. The researcher gave ten guessing words and played through laptop. All of the students did not know what the native speaker said, some of them complained and confused with the words that they heard, so the researcher gave some choices to the students about the words with wrote the words on white board. After that, the researcher asked the students one by one to come in front of the class to write the words and put the phonetic symbol. When the students finished, the researcher drilled the words while the researcher played through laptop twice, to make sure that the students pronounced them well. for the second controlled practice,

### **c. Observation**

Based on the observation activity made by researcher and observer in the cycle 2, the researcher and observer observed that some most of the students were very active during the class; they were enthusiasm to listen the native speakers' sound in difference to the words and they raced each other to determine the correct word. Most of the students had known the correct position voiced and voiceless dental fricative. The researcher just played the words until twice to make the students were sure about the word, sometimes the researcher just played once, the students had known the words correctly.

### **d. Reflection**

There are weaknesses that the researcher and observer found in the second cycle was, most of the students did not know the rare words that they heard, so it made them, so difficult to know the words even to pronounce the word, although the researcher had explained them. They were still confused about the position of dental sounds. Although the researcher had given the common words, The students did not know also the words. When the researcher asked the students, they said that they seldom listened native speaker directly. They seldom practiced their ears in listening English, and they just read also the words without being care whether the words were correct or wrong pronunciation. So it made the researcher had to turn on the words until three times. In the next cycle the researcher and the observer decided to look for the words that the students were easy to hear and easy to determine the position of the dental sounds. In the third cycle, the researcher would teach about sentence in the medial position and the words in the final position.

The following is the explanation of the students' score in correct pronunciation of the target sound of initial word stress in cycle 2.



**Table 4.7. The Students' Scoring In Correct Pronunciation Of The Target of initial word stress in cycle II.**

RESPONDENTS	CORRECT PRONUNCIATION	SCORE
RD 1	8	8
RD 2	8	8
RD 3	8	8
RD 4	5	5
RD 5	7	7
RD 6	9	9
RD 7	5	5
RD 8	7	7
RD 9	8	8
RD 10	9	9
TOTAL		$\Sigma X=74$

Calculating the mean score of the students' pronunciation test of cycle 2:

$$\begin{aligned}
 X &= \frac{\Sigma X}{N} \\
 &= \frac{74}{10} \\
 &= 7,4
 \end{aligned}$$

Where:

X = Mean Score

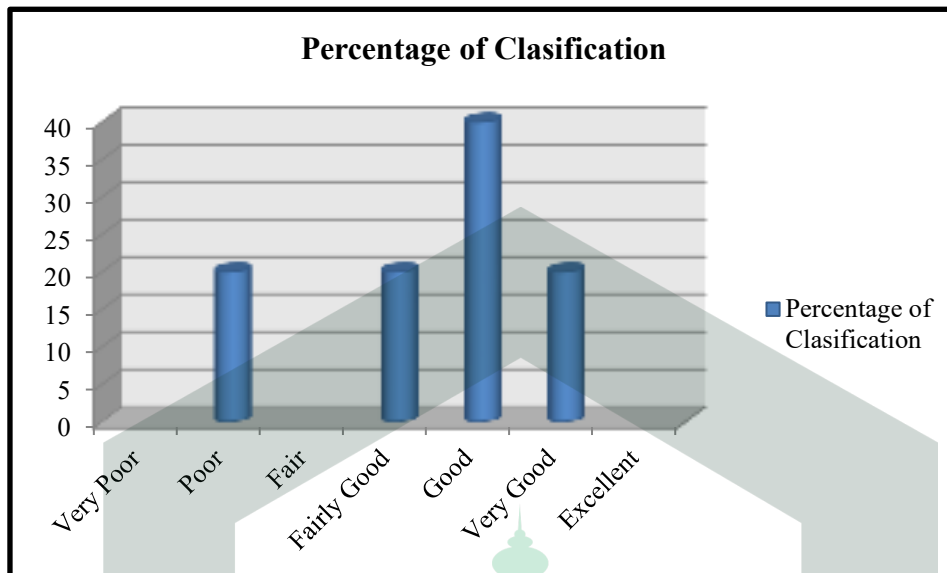
$\Sigma X$  = Total Score

N = total of the respondents.

**Table 4.8 The Rate Percentage Of Students' Score In Cycle 2**

No.	Classifications	Score	Frequency	Percentage (%)
1.	Excellent	9,6 – 10	-	-
2.	Very Good	8,6 – 9,5	2	20
3.	Good	7,6 – 8,5	4	40
4.	Fairly Good	6,6 -7,5	2	20
5.	Fair	5,6 – 6,5	-	-

6.	Poor	3,6 – 5,5	2	20
7.	Very Poor	0 – 3,5	-	-



**Table 4.9. Bar Chart of the students' Score Percentage In cycle II**

The table above shown that the Third semester students of STAIN Palopo in word reading task pronunciation test in cycles II; there were 2 students (20 %) very good , 4 students (40%) got good, 2 students (20%) got fairly good, 2 students (10%) got poor, and there was not student got excellent, fair, and very poor classification. It can be conclude that there were 60% students in this cycle had ability in pronunciation test and they had known to pronounce the target sound initial dental position correctly and fluently because most of the students could identify the target sound and they had been hindered by their mother tongue .

The following was the explanation of the result of the researcher and observer observation of the students' activeness participation during the class and the result of students' sound production of the target sound initial stress position in the words that researcher found during the cycle II.

The researcher divided the students' participation activeness during class into four points, namely:

- a. **Very active:** the student is responsive and participated fully in all activities during the learning and teaching process.
- b. **Active:** the students responses the material by listening, identifying the words, speaking and interacting with others, whether to the teacher or his/her friends.
- c. **Less active:** the student pays attention and gives responses once in a while.
- d. **Not active:** the student does not give responses to the material, she/he looks confused, bored, and sometimes leaves the class.

**Table 4.10 The Result of Students' Activeness Participation During the Class in Cycle II**

<b>Respondent</b>	<b>Very active</b>	<b>Active</b>	<b>Less active</b>	<b>Not active</b>
<b>001</b>	√	-	-	-
<b>002</b>	√	-	-	-
<b>003</b>	-	-	√	-
<b>004</b>	√	-	-	-
<b>005</b>	√	-	-	-
<b>006</b>	-	-	√	-
<b>007</b>	-	√	-	-
<b>008</b>	-	√	-	-
<b>009</b>	-	√	-	-
<b>010</b>	-	√	-	-
<b>Jumlah</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>0</b>

**Table 4.11 The Percentage of Students' Activeness Participation during The Class**

No	Classification	Frequency	Percentage (%)
1.	Very Active	4	40
2.	Active	4	40
3.	Less Active	2	20
4.	Not Active	0	0

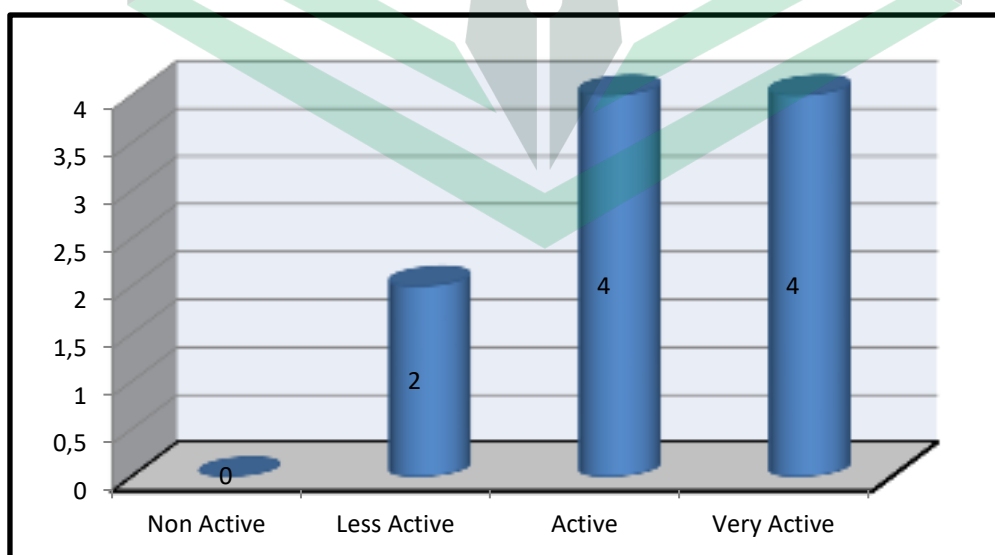
$$P = \frac{F}{N} \times 100 \%$$

**Where:**

P = percentage

F = Frequency

N = total of students



**Table 4.12 Bar Chart of The students' Activeness Participation During The Class in Cycle II**

Most of the students were active during the pronunciation class, because the students participated fully in the all activities such as listening, speaking, identifying the words and interact each other during the class pronunciation. When the researcher played the audio, they raced each other in determining the position of dental sounds. It made the situation of the class was very crowded.

There were 4 students were very active they enthusiasm with all the activities, 4 students were active, 2 students were less active they always had a chat with their friend and sometimes they looked confused in identifying the stress position in the words. It means that the students' active in class were 80% and this cycle was success because this cycle would be said success if the students' activeness was 75 %.

### **3. The explanation of cycle 3**

#### **a. Revised Planning**

1) Greeting and opening class

2) Firstly, the researcher reviewed the material in the cycle 2 to make the students remembered how to difference voiced and voiceless dental fricative sounds. then the researcher gave material long sentence in the medial position and words in the last word.

3) The researcher used big speaker to make the students could listen the words clearly and determined the position of interdental sounds.

4) The researcher gave word list to each student which was consist of thirty dental words with different position in each word, to make each student got more practice.

5) The researcher played each word through laptop, then each student determined the position of dental sounds in each word and the students raced each other.

6) The researcher played the words until twice to make each student heard the words and the position of dental sounds .

7) Closed the class.

**b. Action**

This cycle was held on December 4<sup>th</sup>, 2013. In this cycle 3 firstly, the researcher reviewed the material in the cycle 2, then the researcher continued to explain the material about position of dental sounds in the initial position .medial position and the words in the final position. After that, the researcher gave sentence to each students, students listened the audio by using big speaker and lcd, determined the position of dental sounds and repeat the words until five times to make each student could practice and knew about the dental sounds.

**c. Observation**

Based on the observation activity made by researcher and observer in the cycle 3, the researcher and observer observed that some most of the students were very active during the process in the language laboratory. The students were enthusiastic to listen each word by using big speaker and lcd and they raced each other in determining the position of dental sounds in the sentence. The students were easy in determining the dental position, because they heard the words by using big speaker and lcd which made students were easy to hear native speakers' said.

**d. Reflection**

There was the weakness that the researcher and the collaborator found in the cycle 3 was the researcher gave long sentence to the students that made the students were difficult to find the phonetic symbol of word, because firstly, they had to wrote down the sentence on the paper.

The following was the explanation of the students' score in correct pronunciation of the target sound of initial, medial, and the final position of dental sounds in cycle 3

**Table 4.13 The Students' Scoring on Correct Pronunciation Of the Target of medial, and the final in cycle III.**

RESPONDENTS	CORRECT PRONUNCIATION	SCORE
RD 1	9	9
RD 2	9	9
RD 3	8	8
RD 4	7	7
RD 5	8	8
RD 6	9	9
RD 7	6	6
RD 8	7	7
RD 9	8	8
RD 10	9	9
TOTAL		$\Sigma X=80$

Calculating the mean score of the students' pronunciation test of cycle 3:

$$\begin{aligned}
 \bar{X} &= \frac{\Sigma X}{N} \\
 &= \frac{80}{10} \\
 &= 8.0
 \end{aligned}$$

Where:

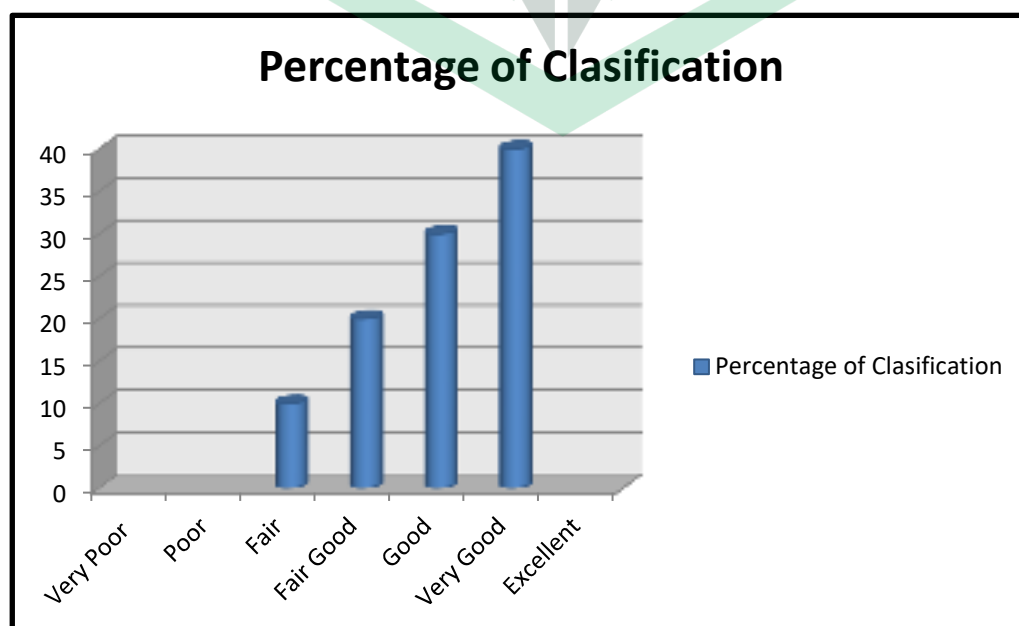
$X$  = Mean Score

$\sum X$  = Total Score

$N$  = total of the respondents

**Table 4.14. The Rate Percentage Of Students' Score In Cycle 3**

No.	Classifications	Score	Frequency	Percentage (%)
1.	Excellent	9,6 – 10	-	-
2.	Very Good	8,6 – 9,5	4	40
3.	Good	7,6 – 8,5	3	30
4.	Fairly Good	6,6 -7,5	2	20
5.	Fair	5,6 – 6,5	1	10
6.	Poor	3,6 – 5,5	-	-
7.	Very Poor	0 – 3,5	-	-





**Table 4.15. Bar Chart of the students' Score Percentage In cycle III**

The table above shown that the Third semester students of STAIN Palopo in word reading task pronunciation test in cycles III; there were 4 students (40 %) very good , 3 students (30%) got good, 2 students (20%) got fairly good, and there was still 1 student (10%) got fair, and there was not student got excellent, poor, and very poor classification. It can be conclude that there were 70% students in this cycle had ability in pronunciation test and they had known to pronounce the target sound medial and the final dental position correctly and they had been hindered by their mother tongue .

The following was the explanation of the result of the researcher and observer observation of the students' activeness participation during the class and the result of students' sound production of the target sound initial dental position in the words that researcher found during the cycle III.

The researcher divided the students' participation activeness during class into four points, namely:

**a. Very active:** the student is responsive and participated fully in all activities during the learning and teaching process.

**b. Active:** the students responses the material by listening, identifying the words, speaking and interacting with others, whether to the teacher or his/her friends.

**c. Less active:** the student pays attention and gives responses once in a while.

**d. Not active:** the student does not give responses to the material, she/he looks confused, bored, and sometimes leaves the class.

Table 4.16. The Result of Students' Activeness Participation During the Class in Cycle

## III

Respondent	Very active	Active	Less active	Not active
001	√	-	-	-
002	√	-	-	-
003	√	-	-	-
004	√	-	-	-
005	√	-	-	-
006	√	-	-	-
007	-	√	-	-
008	-	√	-	-
009	-	-	√	-
010	-	-	√	-
<b>Jumlah</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>0</b>

Table 4.17 The Percentage of Students' Activeness Participation during The Class

No	Classification	Frequency	Percentage (%)
1.	Very Active	6	60
2.	Active	2	20
3.	Less Active	2	20
4.	Not Active	0	0

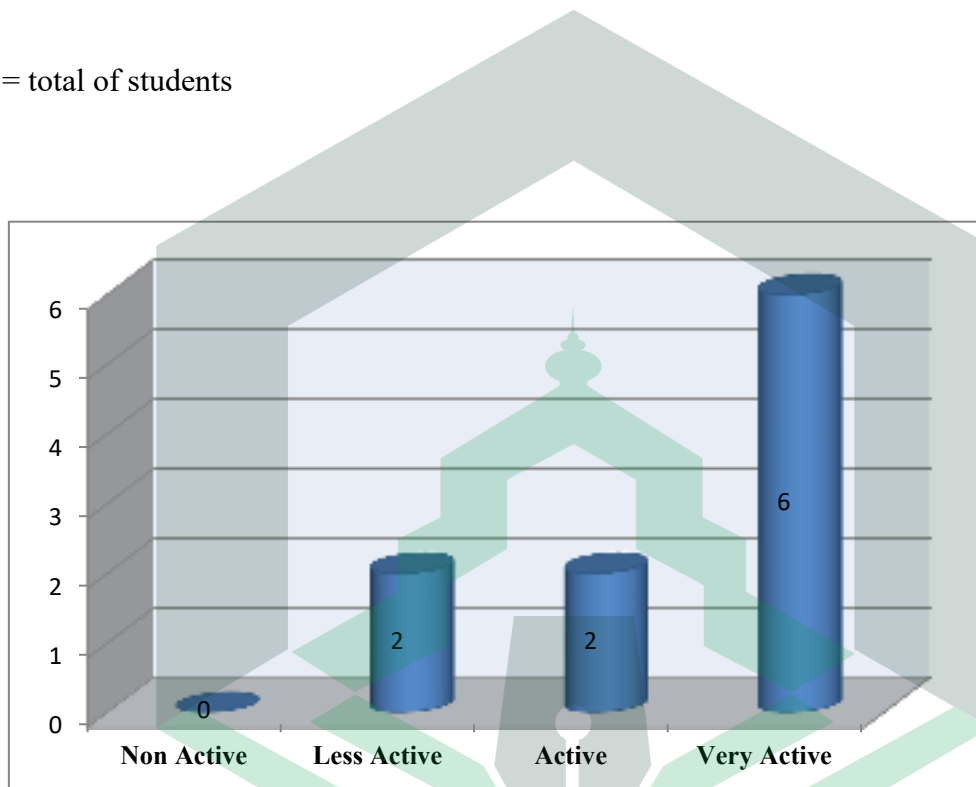
$$P = \frac{F}{N} \times 100 \%$$

**Where:**

P = percentage

F = Frequency

N = total of students



**Table 4.18 Bar Chart of The students' Activeness Participation During The Class in Cycle II**

Most of the students were active during learning process, because the students participated fully in the pronunciation class. When the researcher played the audio, they raced each other in determining the position of dental in the sentences. It made the situation of the class was very crowded. The researcher gave more practice to the students. The

researcher played the audio and video, and asked the students to repeat until five times to make each student knew the position of dental sounds in each word.

There were 6 students were very active. They were enthusiasm with all the activities, 2 students were active, 2 students were less active they looked confused in identifying the stress position in the words. It meant that, the students' active in class was 80% and this cycle was success

### ***B. Discussion***

Looking at the findings above, the researcher presented the discussion of the data from some of the students. This section was set to discuss the result of data analysis. It described the students' improvement in each cycle in pronunciation skill after they learnt pronunciation especially in pronouncing voiced and voiceless dental fricative sounds. In the first cycle the students were confused how to pronounce the word, they were difficult also to know the words when the researcher played the audio. In the cycle II and cycle III the result were good, most of the students were in very good, and good classification score, although there were still students got poor and fair clasification, but they were active in all activities during the class. Below was the researcher explanation:

Based on the analysis from the students' scoring pronunciation test in words list reading task there were 50% students had a good ability in pronounce the target sound of initial, medial and the final dental position and the students' participation in the cycle I were less success only 60%. But in the cycle II there was the significance improvement after the researcher revised the planning in the cycle I by looking at the students' participation and score in pronunciation test and the difficulties that students faced during the cycle 1. It can be seen that the students' score in pronouncing the words which consist of initial stress position in the words list reading task were 60% of the students in a good classification and their activeness participation during the class was 80%, it showed that this cycle was success. In

the cycle 3, there was also successful because the students' scoring percentage was 70% in good classification and their percentage activeness participation during the class was 80% of them were active in all activities in this cycle. All of that happened because of learning English especially pronunciation by audio lingual method made the students got more practice and they could know how to say the words correctly to produce the correct meaning and it could improve their skills in listening and speaking.

The observation activities in the first cycle were the researcher and the observer found some weakness in the first cycle they were: a) there were too talking time by the researcher during the learning process, so it made the students lost their interest to study. b) The students found the difficulties in identifying the words because the sound of the speaker was reverberating so it made the students found the difficulties to listen the native speaker sound in pronouncing the words correctly and say the dental words. After finishing the class some of the students complained that they could not listen the native speaker sound clearly because the sound was reverberating and the words that the native speaker said were seldom in their ears. c) When the researcher asked the students to come in front of the class one by one to write the words and determining the voiced and voiceless dental fricative sounds, they were still confused and unsure about the words that they heard and the dental position in the words. d) the researcher used less drill technique, so it made the students did not get more practice in pronouncing word-stress. In this cycle the researcher less success in applying the audio-lingual method in Phonetic and Phonology class because only 60% of the students were active and participated in all the activities during the class such as knew the position of dental sounds, come to in front of the class to write the target sound initial, medial and the final dental position and in identifying the words, and there were only 50% students had ability in pronouncing the dental words in all the position of the word.

In addition the students gave the suggestion to the researcher when they met the researcher out of the class that when the researcher gave the material the researcher should give more detail explanation and to be clearer again to give the example in pronouncing the words in the next meeting. And the researcher should give more practice in pronouncing the words. And the observer also gave the same as suggestion to the researcher. So the researcher continued to the cycle II.

In the cycle 2, the researcher did revised planning to make the learning process did well. Based on the analysis from the students' participation in the cycle I, The criteria success in this research was 75% of the students were active in the all activities and the percentage of students participation during the class in the cycle 2 was 80% it meant that, the learning process in this cycle was success, it showed by the students activities during the class, they were enthusiasm in saying dental sounds because the researcher gave score to the highest students who could raise their paper fast and had the correct pronunciation in the words, the raced each other in identifying the dental position in the words. The observation activities in the second cycle were the researcher and the observer found some weakness in this cycle, it was the students were still difficult to know the words, when the researcher gave guessing words some of the students complained because they did not know what the native speaker said through speaker so, to overcome this problem, the researcher gave some choices to the students. For example: when the researcher played That and Thank, the researcher had to play until over and over to make the students knew the words. When the students were surrender, the researcher gave three choices on the white board such as for that the researcher wrote **the**, **thus** and for thank, the researcher wrote **thumb**, **thought** . After that, the researcher played the audio again, and finally most of the students knew the correct word. The researcher used drill technique again after giving the words to make all of the students knew the words and saying the words. The situation of the class during learning process in this cycle was very

crowded and fun, because all of the students were enthusiasm in identifying and pronounced each word that the researcher gave to them. When the researcher gave words list to the students, most of them knew how to say the words correctly and the position of dental in each word, although there were two students got poor clasification in pronouncing the words and gave the stressing.

In the third cycle, there were some changes in teaching process from the first cycle. In the third cycle, the researcher gave more some words and gave also sentence to the each student to make them got more practice in pronouncing the words to make them easier in speaking. In the first activity in the third cycle, the researcher gave review about the material in the second cycle, to make the students did not forget about the rules of voiced and voiceless dental fricative sounds. After that, the reseacher gave detail explanation about the position of dental sounds. The researcher gave some examples to the students about dental in word and sentence. While the researcher gave the material, the researcher also played the words through laptop, The researcher asked the students to repeat the words again until they pronounced the correct words.. When the researcher played the audio, the students knew directly the words by using big speaker and led to make them listen the words correctly. They raced each other to raise their paper. The researcher sometimes played only once, most of the students knew the words directly and difference of dental sounds. The researcher sometimes appointed one student to pronounce the words if the student looked silent when the researcher used drill technique. The researcher did that, to make all of the students could pronounced the words correctly. it was the significance differences among three cycle, where in the first cycle and the second cycle the research was done by using small speaker, and the third cycle the researcher tried to use big speaker to avoid the students' mistakes in identifying the words that the native speaker said and the position of the stress in each word, and finally the result was good to teach pronunciation especially in pronouncing dental sounds through audio-

lingual method because, the students could listen directly and clearly the words by native speaker.

Even though during the third cycle, there were still student got fair classification and no one student got excellent classification during the research, but the researcher and the observer had felt satisfied with the result, because most of the students could be active during the learning process in each cycle, and the result could improve in each cycle. In could be seen in the students transcription in the appendix VI and also in the chart and the table of the students' sound production in the target sound medial and the last position of the stress in each word in the third cycle and the chart and the table of the students' sound production in first cycle and second cycle.

The following was the explanation of the discussion of the students' sound production in pronouncing dental word the initial, medial and final position in each word. It took after the researcher conducted in the first, second and the third cycle. It used to know the level successful of the implementation of audio-lingual method in teaching pronunciation and to know the students' ability in pronouncing stress in the words and the students' score after they learnt pronounciaton by using audio-lingual method.

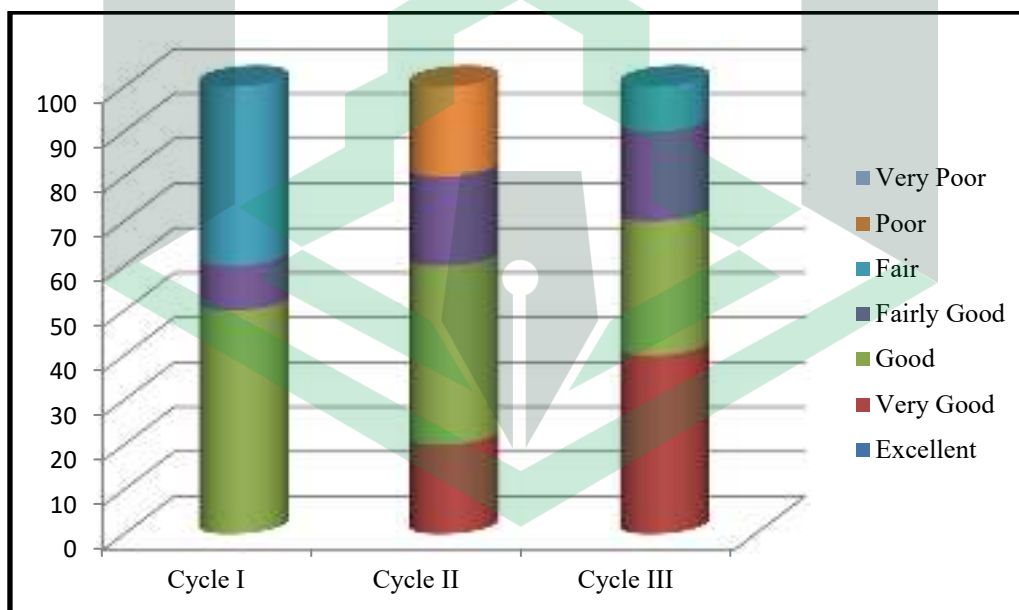
The researcher presented the chart of the students' sound production in the cycle 1, cycle 2 and cycle 3 to know the level of the students after the researcher revised the planning in each cycle by looking at all the weakness and difficulties that the students found during the research by using audio-lingual method in teaching pronunciation to the students. It used to compare how success the implementation of audio-lingual method in teaching pronunciation at the third semester students of STAIN Palopo.

The table below was the comparison of the students' classification scoring in the cycle 1, cycle 2 and cycle 3.



**Table 4.19 The Table Comparison of the Students' Classification Scoring in the Cycle I, Cycle II and Cycle III**

NO	CLASSIFICATION	PERCENTAGE		
		CYCLE I	CYCLE II	CYCLE III
1	Excellent	-	-	-
2	Very Good	-	20	40
3	Good	50	40	30
4	Fairly Good	10	20	20
5	Fair	40	-	10
6	Poor	-	20	-
7	Very Poor	-	-	-

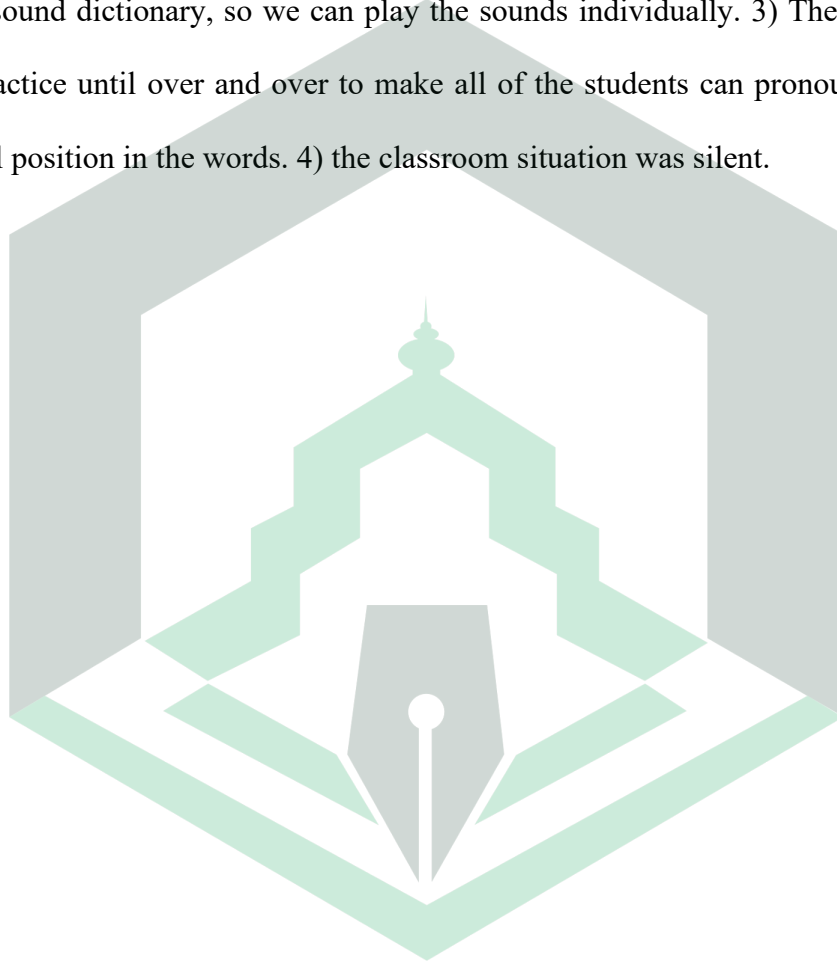


**Table 4.20 Bar Chart of The Comparison of Students' Classification Scoring In the Cycle I, Cycle II and Cycle III**

On the table above, we could see that, the students's percentage in the cycle 1, cycle 2 and cycle 3 showed that the students' classification score of very good in the cycle 3 was higher than cycle 1 and cycle 2. In the cycle three the were 40% students got very good while in the cycle 1 no one students got very good classification and cycle 2 only 20% students got very good. It happened after the researcher and the observer decided to revise the planning in the cycle 1 by looking at all the weakness that happened during the class and the difficulties that the students faced in the cycle 1. When the revised planning in the cycle 1, the students' scoring in the cycle 2 improved. There were students got very good classification. It proved that, the students had known the rules of voiced and voiceless dental fricative sounds and how to pronounce correctly. It could be said that, there was the significance result in implementation of audio-lingua method to the students in teaching pronunciation.

Based on the explanation above, the researcher found that audio-lingual method could be used as method in teaching pronunciation, because the students could listen native speaker directly by using speaker and gave practice to the students how to pronounce the words correctly. Based on the result of the researcher and the observer discussion by looking at the students' activeness during the class in each cycle that, the researcher found that most of the students were active during the cycle 3. They were very active, because in the cycle 3, they were easier to know the words that was pronounced by native speaker, because they used big speaker. It could be seen 80% of them were active in all the activities during the class. They were active in identifying the position of dental in the words. In addition, when the researcher finished in the research in the cycle 3, the researcher asked the students about the learning process in each cycle, and the researcher found that the students chose the way in using big speaker has a good sounds in learning pronunciation because it could make them were easy to listen native speaker said about the words.

Therefore, the appropriate way in teaching pronunciation especially in pronouncing voiced and voiceless dental fricative sounds by using audio-lingual method were supported by the classroom situation, the condition of the students and the instrument that will be used in the class such as 1) using big and good speaker was the best tool to know the pronunciation by native speaker directly and helped the students to know the position of the mouth in the words. 2) when teaching pronunciation through audio lingual method, it was better if the teacher use sound dictionary, so we can play the sounds individually. 3) The teacher has to give more practice until over and over to make all of the students can pronounce the words and the dental position in the words. 4) the classroom situation was silent.







## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presented two sections, they were conclusion and suggestion.

#### ***A. Conclusion***

Based on the findings and discussion of the data analysis which presented in the chapter four, the researcher would like to describe the conclusion as follow:

Audio-Lingual Method is an effective method in teaching pronunciation at the Third year students of English department of STAIN Palopo. It improved the students' pronunciation skill. Audio-Lingual Method is an interesting method in teaching pronunciation because based on the observation all the students interested in learning pronunciation and more active during the class, and the appropriate way in using Audio-lingual method in teaching pronunciation were the teacher should give more practices to the students such as, after the teacher says the words or after the students listened the audio through speaker , it is better if the teacher drill the words, ask the students to imitate how to pronounce the words, to make all of the students could pronounce the words correctly.

#### ***B. Suggestions***

Based on the conclusion above, the researcher would like to propose some suggestions as follow:

1. The teacher could use audio-lingual method in teaching pronunciation especially in voiced and voiceless dental fricative sounds , because this method gives more practice, so that, the students can increase their ability in learning English.

2. It would be good when teaching the students by using audio-lingual method, the teacher give the words pair to each student so, they can more focus on looking at the words that the native speaker said and the will easier to identify the words.

3. To make the students more focus on listening the native speakers' sound in pronouncing the words, it would be good if the teacher use the instruments like speaker and lcd , so that the students can focus on listening and seeing the words correctly.

4. The teacher should give more chances to the students to be more active, and let the students to do several practices. The teacher should trust the students that they are able to do those activities by themselves. Here, the teacher only observes and helps the students when they meet difficulties.

5. To make all of the student know how to pronounce the words specially dental words, it is better if the teacher use drill technique until over and over to make all of the students could pronouonce the words correctly and fluently.

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