

**ESCALATION OF STUDENTS' ABILITY IN PRONOUNCING  
WORD STRESS BY USING AUDIO-LINGUAL METHOD AT  
THE THIRD YEAR STUDENTS OF ENGLISH STUDY  
PROGRAM TARBIYAH DEPARTMENT  
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*

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

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2013**

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Thesis Entitle *“Escalation of Students’ Ability in Pronouncing Word-Stress in the Third Years Students of English Study Program Tarbiyah Department STAIN Palopo.*

Written by

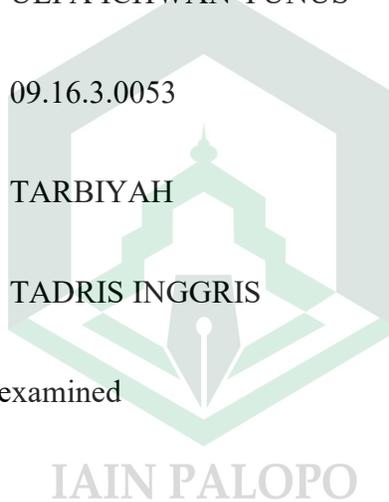
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Menyatakan bahwa skripsi tersebut, sudah layak untuk diujikan.

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*Wassalamu Alaikum Wr. Wb.*

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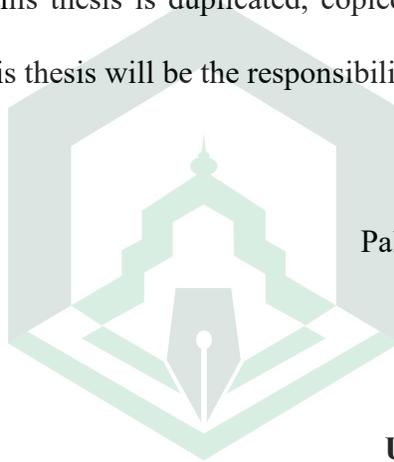
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**The Researcher**

## LIST OF PICTURE

Picture 1.1 Picture place of articulation .....	12
Picture 4.1 The students were enthusiastic in determining the position of stress in words.....	75
Picture 4.2 The students were identified the position of the stress in words ...	75
Picture 4.3 The students matched the word-pairs before identifying the word stress .....	83
picture 4.4 The students were enthusiastic in identifying the word-stress.....	84



## LIST OF TABLE

Table 1.1 Consonant Table .....	14
Table 2.1 Flow Chart of Conceptual Framework.....	52
Table 3.1 The Procedure of Action Research .....	54
Table 4.1 The Students' Scoring in Correct Pronunciation of the Target Sound of initial, middle and the final word stress.....	68
Table 4.2 The Rate Percentage Of Students' Score In Cycle I.....	69
Table 4.3 Bar Chart Of The Students' Score Percentage In Cycle I.....	69
Table 4.4 The Result of Students' Activeness Participation During The Class In Cycle I.....	71
Table 4.5 The Percentage of Students' Activeness Participation During The Class in Cycle I.....	71
Table 4.6 Bar Chart of The Students' Activeness Participation During The Class In Cycle I.....	72
Table 4.7 The Students' Score In Correct Pronunciation of the Target Sound of initial word stress in Cycle II.....	77
Table 4.8 The Rate Percentage Of Students' Score In Cycle II.....	78
Table 4.9 Bar Chart Of The Students' Score Percentage In Cycle II .....	78
Table 4.10 The Result of Students' Activeness Participation During The Class In Cycle II .....	80
Table 4.11 The Percentage of Students' Activeness Participation During The Class in Cycle II.....	80

Table 4.12 Bar Chart of The Students' Activeness Participation During The Class In Cycle II .....	81
Table 4.13 The Students' Score In Correct Pronunciation of the Target Sound of middle and Final word stress in Cycle III.....	85
Table 4.14 The Rate Percentage Of Students' Score In Cycle III .....	86
Table 4.15 Bar Chart Of The Students' Score Percentage In Cycle III.....	86
Table 4.16 The Result of Students' Activeness Participation During The Class In Cycle III .....	88
Table 4.17 The Percentage of Students' Activeness Participation During The Class in Cycle III .....	88
Table 4.18 Bar Chart of The Students' Activeness Participation During The Class In Cycle III.....	89
Table 4.19 The table Comparison of the students'Classification Scoring in the Cycle I, Cycle II, and Cycle III.....	96
Table 4.20 Bar chart The Comparison of the students'Classification Scoring in the Cycle I, Cycle II, and Cycle III.....	97

## ABSTRACT

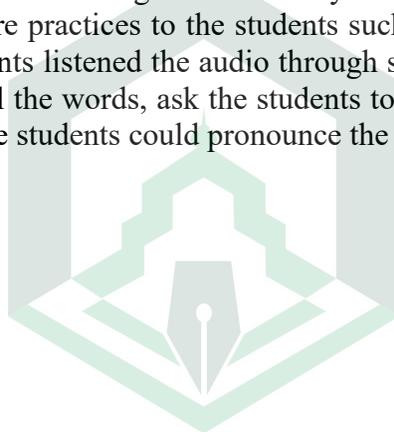
Name : Ulfa Ichwan Yunus  
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Title : Escalation of Students' Ability In Pronouncing Word Stress by Using Audio-Lingual Method at The Third Year Students of English Study Program Tarbiyah Department STAIN Palopo.

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The problem statement of this thesis: "What is the effective way to escalate students' ability in pronouncing word stress by using Audio Lingual method at the third year students of English Study Program Tarbiyah Department STAIN Palopo?".

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

Based on the description above, the researcher answer the objective of the research is to find out the appropriate way in teaching pronunciation through audio-lingual method at the third year students of English Department of STAIN Palopo and the appropriate way in teaching word-stress by using audio-lingual method is 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/ using headphone, 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.



IAIN PALOPO

# CHAPTER I

## INTRODUCTION

### *A. Background*

Language is system of communication in speech and writing used by people of a particular country. Language is very important, with language we can talk everything such as economics, politics, social, culture, or we can define our attitude, express our sympathy, protect ourselves from the citizen and we can convey our message to other people. Furthermore, language is also used to get thing done, to control action, to make contact with people. Without language we can not understand what a speaker wants and needs. Language is a system of conventional signals used communication by a whole community.<sup>1</sup> A most important part of knowing a language is knowing that certain sounds or sound sequences which shows the meaning of the words.

Sound has near relation to how we pronounce a word. When we talk to someone, we have to have good pronunciation, in order to avoid misunderstanding when people talk one another.

The importance things of pronunciation in learning language especially English are to make a good sound in communication, pronounce a word correctly, to avoid misunderstanding when we do English conversation with native speaker, because good communication in English depends on proper pronunciation. Abbas said that

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<sup>1</sup> A.C.Gimson, *An Introduction To The Pronunciation Of English*, (London:Edward Arnold 1980), p.4.

“Pronunciation is a great importance for successful oral communication to take place since it is an important ingredient of the communicative competence.”<sup>2</sup>

There are many learners who study English encounter problem of how to pronounce a word correctly. Problem in pronouncing word stress is problem all of learners who study English as foreign language and it seems to be undergone by the students' of English program at STAIN Palopo specially at the third year students. Some students sometimes say a sentence or word without doing stress a word, so it makes the students are difficult to say word correctly and can lose the meaning of the word.

Realizing that problem, teachers or lecturers have to formulate new strategy to teach their students, so that, students can be more active and feel comfortable in studying English pronunciation in the classroom.

Setiadi in his book said that, audio lingual method is one of the method that is used to help teacher in teaching target language with native speaker in communication.<sup>3</sup> The Audio-Lingual method sets out to achieve quick communicative competence through innovative methods.<sup>4</sup> Richards & Rogers said that, language skill

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<sup>2</sup> Abbas Pourhosein Gilakjani, *The Significance of Pronunciation in English Language Teaching*, (Vol 5; Lahijan Iran: Islamic Azad University, 2012), p. 96.

<sup>3</sup> Ag Bambang Setiadi, *Teaching English as a Foreign Language*: Graha Ilmu, p.53.

<sup>4</sup>[http://wirmanvalkinz.blogspot.com/2013/01/contoh-skripsi-bahasa-inggris-lengkap\\_2062.html](http://wirmanvalkinz.blogspot.com/2013/01/contoh-skripsi-bahasa-inggris-lengkap_2062.html). Accessed on March 10<sup>th</sup> 2013.

was thought with sequences: listening, speaking, reading and writing.<sup>5</sup> language is oral not written.

The researcher tries to teach word stress through this method, because focus on using drilling technique, where it can make students easier in practice orally by listening directly from native speaker. This method can help the students to improve their ability to speak well, because do more practice than another method.

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

Based on the fact states in the background previously, the researcher formulates problem below: What is the effective way to escalate students' ability in pronouncing word stress by using audio lingual method at the third year students of English Study Program Tarbiyah Department STAIN Palopo?

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

Relevant to the research question set above, the researcher states the specific objectives of this study as follow: To find out whether audio lingual method can escalate students' ability in pronouncing word stress at the third year students of English Study Program Tarbiyah Department STAIN Palopo.

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<sup>5</sup> Brown, H. Douglas, *Teaching by Principles an Interactive Approach to Language Pedagogy*. (Second Edition; A Pearson Education Company), p. 23. (<http://ozzi99oke.blogspot.com/2011/04/metode-pengajaran-bahasa.html>). Accessed on March 10<sup>th</sup> 2013.

#### ***D. Significances of the Research***

The result of the research will be expected to be useful information:

1. *For researcher*, this research can be new experience in teaching pronunciation at the third year students of English Study Program Tarbiyah Department STAIN Palopo.

2. *For teacher*. This paper can give new information, suggestion and new formulate for English teacher in teaching pronunciation especially in teaching word stress by using audio lingual method.

3. *For reader*. This paper can be useful to improve students' knowledge in learning and teaching pronunciation through audio-lingual method and some theories on this paper can be reference for reader in learning pronunciation.

#### ***E. Scope of the research***

The scope of this research is limited to pronounce various sound of word stress in initial, medial and final position by using audio-lingual method at the third year students of English Study Program Tarbiyah Department STAIN Palopo. This research focuses on only repetition drill. It is focused on nouns.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. Previous Research Findings*

The researcher finds some researchers related to this thesis which makes the researcher is eager to hold the research, those are:

1. In thesis Ginanjar which is the title of *The Effect of Using Audio - Lingual Method toward the Students' English Pronunciation Achievement* concluded that this method gave optimal result to the students' ability in pronunciation.<sup>6</sup>

2. Talimbing in her thesis under the title of *Developing students' pronunciation ability through reading aloud at the eleventh year of SMAN 1 Bua* concluded that, through reading aloud is one of effective teaching strategy in pronunciation. The research finding shows that, there were significant improvement that could be gained in teaching learning process by applying reading aloud in pronunciation.<sup>7</sup>

3. Sudarman in his thesis under the title of *improving students' pronunciation through minimal pairs at the eleventh year students of PMDS putri palopo* concluded

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<sup>6</sup> AKRO GINANJAR, *The Effect of Using Audio - Lingual Method toward the Students' English Pronunciation Achievement (An Experimental Study of the Third Semester Students of English Education Department of Pancasakti University Tegal in Academic Year 2010-2011)*, (Thesis 2011). Strata 1 Program Teacher Training and Education faculty of Pancasakti University Tegal. (<http://perpus.fkip.ups.web.id/v5/?mod=opaq.koleksi.form&page=2431&perpus=pusat&barcode=1022011KI2>). Accessed on March 10th 2013.

<sup>7</sup> Sri talimbing, *Developing students' pronunciation ability through reading aloud at the eleventh year of SMAN 1 Bua*, (Palopo: STAIN Palopo, 2011) , p. 60. Unpublished.

that, minimal pairs help students to improve their pronunciation ability, because students were more practice and can differentiate sound of each word.<sup>8</sup>

Teaching word stress by using audio-lingual method is different from the research above. This research focuses on giving force within a word to produce a good sound and differentiate meaning in a word specially noun. This research can help the students to more practice directly through listen and repeat strategy from native speaker, so that the students can speak well and clearly.

### ***B. The concept of pronunciation***

Pronunciation is vital component of language competence. Every lesson is a pronunciation lesson, really in the sense that the learners can not speak without pronouncing, and whatever the main focus on a lesson or activity vocabulary, grammar, listening and discussion. There are opportunities for the voting attention to pronunciation, integrating it with the other aims, in ways which learners can see relevant in helping them to develop confidence in speaking intelligibly and in understanding when they listen English.<sup>9</sup>

Pronunciation is a set of habits of producing sounds. The habit of producing sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly. Learning to pronounce a second language

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<sup>8</sup> Sudarman, *Improving Students' Pronunciation through Minimal Pairs at the Eleventh Year Students of PMDS Putri Palopo*, (STAIN Palopo :Palopo, 2008), p. 58-59. Unpublished.

<sup>9</sup> One stop English *Pronunciation Skill* <http://www.onestopenglish.com/pronunciatio.skill.htm>. Accessed on Desember 14<sup>th</sup> 2012.

means building up new pronunciation habits and overcoming the bias of the first language.<sup>10</sup>

Thus, Pronunciation is one of the most important aspect to be master in learning English. The way we pronounce English words depend on how the words are being heard in our ears. Therefore, it is important to listen the right pronunciation in English language.

## 1. Some Basic Concepts of Pronunciation

### a. Phonology

There are many definitions of phonology, they are:

1) Phonology is the study of the sound patterns found in human language. We see that the word phonology is thus used in two ways, either as the *study* of sound patterns in language or as *the* sound pattern of a language. For native speakers, phonological knowledge goes beyond the ability to produce all the phonetically different sounds of their language. We have already seen that the relationship between the form and the meaning of a word is arbitrary; one must learn *both*; knowing the meaning does not tell you its pronunciation, and knowing the sounds of a word does not tell you what it means (if you didn't now this already).<sup>11</sup>

2) Phonology is the study of how the speech sound form pattern.<sup>12</sup>

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<sup>10</sup> Abbas Pourhosein Gilakjani, *The Significance of Pronunciation in English Language Teaching*, (Vol 5; Lahijan Iran: Islamic Azad University, 2012), p. 96.

<sup>11</sup> Victoria Fromkin and Robert rodman, *An Introduction to Language*, (3<sup>rd</sup> Edition; New York: The Dryden Press, 1978), p. 71.

<sup>12</sup> Thomas Carlyee, *Phonology: The sound pattern of language*, 1881, p.267.

3) Phonology is the study of how sounds are combined from words.<sup>13</sup>

Based on some definitions above, it can be said that phonology concerns to study about human's sound in a language and how the sounds are combined from words.

#### **b. Phonetic**

Phonetic is the scientific study of speech sounds and the “laws” that describe their pattering. The scope and goals of this field can be best appreciated by looking at the subdivisions of phonetics.

*Articulatory phonetics* is the study of the human speech production mechanism. *Acoustic phonetics* is the study of the physical properties of the speech sound: uses laboratories instrument. *Auditory phonetics* is concerned with hearing, perception, and “processing” of speech by the brain. *Experimental phonetics* is an umbrella term for an experimental approach to the three areas mentioned. *Historical phonetic* examines changes in sounds that occur over time in all languages of the world. No language stays constant, and this field looks at the principles and regularities of sound.<sup>14</sup>

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<sup>13</sup> Victoria Frompkin, et.al., eds. *An Introduction to Language*. (Seventh Edition Belmont;CA: Heinle Publishing. 2002), p. 28.

<sup>14</sup> Ian R.A, MacKay,, *Introduction Practical Phonetics*, (Boston: Little, Brown and Company:1978), p.27.

## 1. Articulatory Phonetics: The Consonant

### 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>15</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.

a) 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.

b) Hard Palate is often called the roof of the mouth.its smooth curved surface with tongue.

c) 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.

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<sup>15</sup>David Crystal, *A Dictionary of Linguistic and Phonetics*, (Boston; Little Brown Company, 1978), p. 22.

d) Tongue. Tongue is 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.

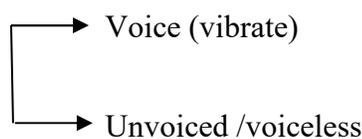
e) Teeth. The tongue is in contact with the upper side teeth for many speech sounds. Sounds made with the tongue touching the front teeth are called dental.

f) 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>16</sup>. Therefore those are articulators described above are very important parts to be used to produce the sounds in language.

b. The English consonant is sound that is produced from its blocked out of the air through mouth, so that it does not produce a voice (non syllabic sound).

#### 1) Classification

The activity of vocal cord



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.

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<sup>16</sup> Peter Roach, *English Phonetics and Phonology* (Ed.V; Britain; Cambridge University Press, 1994), p. 9.

These positions are called points of articulation, for English consonants there are seven primary points from front 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 contact 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, e.g. θ,

(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 escapes. e.g. j.

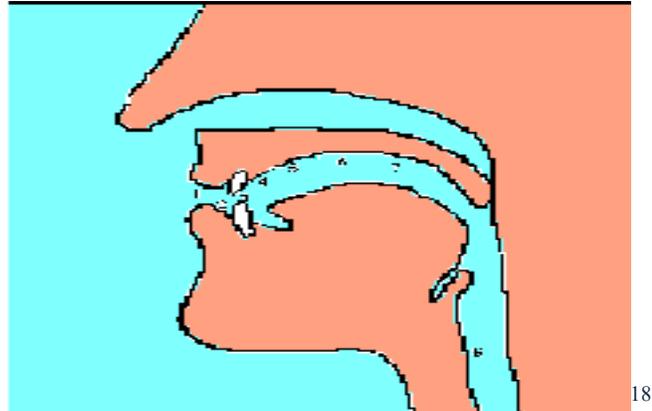
(f) Velar: the back soft palate or velum and the back of the tongue, the velum is the soft fleshy area directly behind the palate. Velar sounds are articulated by bringing the back of the tongue into contact with the velum. E.g. k, g, ŋ.

(g) Glottal: The “h” sound is release of air through the vocal cord of glottis<sup>17</sup>.

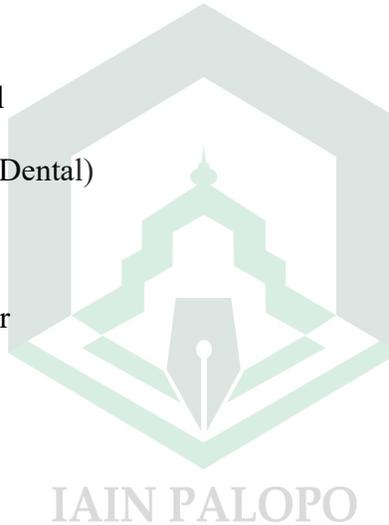
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<sup>17</sup> Ashar Arsyad, *English Phonology: an Introduction*, (Ujung Pandang: Fak.Tarbiyah.IAIN Alauddin. 1989),p. 39.

**Picture 1.1 Picture Place of Articulation**



- 1) Bilabial
- 2) Labio-dental
- 3) Interdental (Dental)
- 4) Alveolar
- 5) Post-alveolar
- 6) Palatal
- 7) Velar
- 8) Glottal



Manner of articulation is the air stream from the mouth, is modified (blocked, restricted, diverted, etc). Provide a means of classifying consonants.

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

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<sup>18</sup> Amaliah Yahya, Data Powerpoint Tataran Linguistik: Fonetik dan Fonologi, 15<sup>th</sup> November 2007.

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.

## 2) The manner of articulation

(a) Plosive is formed by blocking the oral cavity at some point examples: *pan, stop* etc.

(b) Fricative sounds are produced by forcing air through such a narrow passageway that a turbulent hissing noise is produced. For example: *nose, lungs*.

(c) Affricative. Some sounds are produced by a stop closure followed immediately by a slow release, of the closure characteristic of a fricative. Examples: *watch, church etc.*

(d) Nasal as the name implies, are produced through the nose. A closure is made by the blade of the tongue against the palate, the soft palate is lowered and air escapes through the nose. E.g : /m/ and /n/.<sup>19</sup>The oral cavity is completely blocked during their production as the examples: *lungs, larynx etc.*

(e) Glides are produced with little or no obstruction of the airstream in the mouth. Examples: *sky, you* etc.

(f) Liquid. There is some obstruction of the airstream in the mouth, but not enough to cause friction. Examples: *like, lolly* etc.<sup>20</sup>

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<sup>19</sup> Gerald, Kelly, *How to Teach Pronunciation*, Jeremy Harmer (Ed.), (Longman, 2000), p.6.

<sup>20</sup>Ian R.A, MacKay, *Introduction Practical Phonetics*, (Boston: Little Brown and Company:1978), p.116-123.

**Table 1.1 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								ɻ							
	Glide		ɹ	w										j		
			State of the Glottis													
		Voiceless					Voiced									

21

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.

### c. Phoneme

A phonetic unit or segment is called a *phone*. A *phoneme* is the idea of the phoneme is somewhat abstract. One must know the phonological rules of the language to know how to pronounce it, since one context it may be realized as one phone (for example, [i]). To distinguish between phoneme and phone we will use slashes / / to enclose phonemic segments or phonemic transcriptions of words and will continue to use the square brackets [ ] for phonetic segments or phonetic

<sup>21</sup> Gerald Kelly, *Teach Pronunciation*, Malaysia (series Ed.), Longman: Pearson Education Limited, 2000), p.7.

transcriptions.<sup>22</sup> Thus, we will represent the vowel phoneme in *bead* and *bean* as /i/ in both words.

## 2. Articulatory Phonetics: The Vowel

Vowels are made by voiced air passing through different mouth-shapes; the differences in the shape of the mouth are caused by different positions of the tongue and of the lips. It is easy to see and to feel the lips differences, but it is very difficult to see and to feel the tongue differences, and that is why a detailed description of the tongue position for a certain vowel does not really help us to pronounce it well.<sup>23</sup> The term vowel and consonant still always refer to sounds, never to letter or symbols.

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>24</sup>

## 2. Pronunciation Theory

### a. Aspect Of Pronunciation

There are two aspects of pronunciation are:

**1) Suprasegmental aspect** as the name implies, are features of speech which generally apply to groups of segments or phonemes. It is included of:

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<sup>22</sup> Victoria Fromkin and Robert rodman, *An Introduction to Language*, (3<sup>rd</sup> Edition; New York: The Dryden Press, 1978), p. 77.

<sup>23</sup> J.D.O'Connor, *Better English Pronunciation* (New Edition; Cambridge: Cambridge University Press, 1967,1980) , p. 79

<sup>24</sup> A. C. Gimson, *An Introduction to The Pronunciation of English* (Ed. III; London: University College London, 1984), p. 39.

### (a) Stress

When native speaker use a word, they know which part of that word should receive the heaviest emphasis.<sup>25</sup> Stress refers to give force to a word in certain syllable. In English and many other language, one or more syllables in each content word. The stressed syllable is marked by ´. In some words, more than one vowel may be stressed, but if so, one of these stressed vowels receives greater stress than the others. The most highly stressed vowel is indicated by a ´ over the vowel (this is the vowel receiving the accent, or primary stress, or main stress); the other stressed vowels are indicated by marking a ˘ over the vowel (these vowels receive **secondary** stress). in the following example: r`evolútion, phònétic etc.<sup>26</sup>

### (b) Intonation

Intonation (also called *inflection*) may be defined as the variations in the pitch of the voice. Intonation is sometimes confused by beginners. It will be seen that, there can be no intonation when breathed sounds are pronounced.<sup>27</sup> Giving different intonation within a word or sentences can produce different meaning.

### (c) Sound

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<sup>25</sup> Jeremy Harmer, “ *The Practice of English Language teaching* ,(New edition;London and New York: Longman, 1991), p.11.

<sup>26</sup> Victoria Fromkin and Robert rodman, *An Introduction to Language*, (3<sup>rd</sup> Edition; New York: The Dryden Press, 1978) , p. 96.

<sup>27</sup> Adult Migrat English Program Research Centre, *Pronunciation I*(Oktober 2002), p.2.

A sound is made by definite movements of the organs of speech, and if those movements are exactly repeated the result will always be the same sound. For instance, if you say *tea* and *two ti:, tu:* you will notice that the lips are in a rather flat shape for *ti:* but are made rounder for *tu:* , and this is true for both the consonant /t/ and for the two vowels.<sup>28</sup> Some of the problems that speakers of English as a foreign language have are precisely, because they have difficulty with individual sounds.

## 2) Segmental aspects

Learning to pronounce the sounds of English in natural speech is a crucial part of learning pronunciation in English. Many learners may have difficulty with particular sounds, sound combination or putting particular sounds in particular position (for example, word-final /z/ for some vietnamese background speakers).<sup>29</sup> This aspect concerns to particular sound in particular position in the word.

## 3) Word stress

### a) Word stress

In English language, we do not say every syllable with the same strength or force. In any one word, we accentuate only one syllable, while we pronounce the others quietly. Stress is an increase in the loudness of a word or syllable.<sup>30</sup> Word stress can also help us to understand the ‘shape’ of a spoken word as it helps us to

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<sup>28</sup> J.D.O’Connor, *Better English Pronunciation* (New Edition; Cambridge: Cambridge University Press, 1967,1980), p. 9.

<sup>29</sup> Adult Migrat English Program Research Centre, *Pronunciation I*(Oktober 2002), p.4.

<sup>30</sup> Ian R.A.MacKay,, *Introducing Practical Phonetic*, Boston: Little Brown and Company, p.141.

pronounce it. Word Stress refers to the process whereby particular syllables (or parts of words) are stressed within an overall word.<sup>31</sup>

Stress thus functions at two levels. Within a word, one or more syllables have heavier stress than the others. At phrase and sentence level, one or more words are stressed more heavily than the others.<sup>32</sup>

So, the researcher concludes that, word stress refers to how we can give force into a word to get a correct meaning.

#### b) Rules of Word Stress in English

Here some rules in word-stress, they are:

(1) Core vocabulary : Nouns and adjectives that have two syllables length are stress on the first syllable. Example are SISTER, BROTHER, Mother, Water.

Rule	Examples
Most 2 –syllable nouns	PRESENT, EXPORT, CHINA, Table
Most 2 –syllable adjectives	PRESENT, SLENDER, CLEVER, HAPPY

(2) Stress on last syllable

Rule	Examples
Most 2- syllable verbs	To PRESENT, to EXPORT, to DECIDE, to BEGIN

<sup>31</sup> www.englishraven.com. Accessed on February 6<sup>th</sup> 2013.

<sup>32</sup> Geoffrey Broughton, et al., *Teaching English as a Foreign Language* ,(Second Edition; London and New York: Routledge & Kegan paul), p. 54.

There are many two-syllable words in English whose meaning and class change with a change in stress. The word *present*, for example is a two-syllable word. If we stress the first syllable, it is a noun (gift) or an adjective (opposite of absent). But if we stress the second syllable, it becomes a verb (to offer). More examples: the words *export*, *import*, *contract* and *object* can all be nouns or verbs depending on whether the stress is on the first or second syllable.

(3) Prefixes and suffixes: These are not usually stressed in English. Consider : QUIetly, oRIGinally, deFECTive and so on. (Note the exceptions, though, among prefixes like Bicycle, DISlocate).

(4) Words having a dual role: in the case of words which can be used as either a noun or a verb, the noun will tend to be stressed on the first syllable (in line with the 'core vocabulary' rule above) and the verb on the last syllable (in line with the 'prefix rule'). Examples are:

Import (v)	ImPORT (n)
REbel (n)	ReBEL (v)
Increase (n)	inCREASE (v)

(5) Compound words (words with two parts)

Words formed from a combination of two words tend to be stressed on the first element. Example are :

POSTman	NEWspaper
CROSSword	TEApact <sup>33</sup>

(6) Stress on penultimate syllable (penultimate = second from end)

Rule	Examples
Words ending in – <b>ic</b>	GRAPH <b>ic</b> , geoGRAPH <b>ic</b> , geoLOG <b>ic</b>
Words ending in – <b>sion</b> and – <b>tion</b>	teleV <b>ision</b> , reveL <b>ation</b>

For a few words, native English speakers don't always "agree" on where to put the stress. For example, some people say **teleV**ision and others say **TE**levision. Another example is: **CON**troversy and **con**TROversy.

(7) Stress on ante-penultimate syllable (ante-penultimate = third from end)

Rule	Examples
Words ending in – <b>cy</b> , – <b>ty</b> , – <b>phy</b> and – <b>gy</b>	de <b>MO</b> cracy, dependa <b>BI</b> lity, pho <b>TO</b> graphy, ge <b>OL</b> ogy
Words ending in – <b>al</b>	CR <b>IT</b> ical, geo <b>LO</b> Gical <sup>34</sup>

### c) Word Stress Patterns in English

In multi-syllable words the stress falls on one of the syllables while the other syllables tend to be spoken over quickly. This leads to sound that are not clear (muted) on unstressed syllables. In order to improve your pronunciation, focus on

<sup>33</sup> Jeremy harmer, *How To Teach Pronunciation*: Longman ,p.69.

<sup>34</sup> <http://www.englishclub.com/pronunciation/word-stress-rules.htm>. Accessed on February 10<sup>th</sup> 2013.

pronouncing the stressed syllable clearly. However, don't be afraid to "mute" (not say clearly) the other unstressed vowels. For example: PersonNEL and TOtally.<sup>35</sup>

**d) Level of stress**

There are three levels of stress are *primary stress (strongest)*, *secondary stress (medium)*, and *weak stress*. These different levels of stress are generally marked ´, ` and ^, respectively for primary, secondary and weak. For example the word “pimento” could be transcribed /pêmentò/. The most strongly stress is in the second one, /mèn/, the last syllable /to/ has less stress than the second syllable but more than the first. The first syllable has weak stress.<sup>36</sup> Level of stress is very important for us to know the highest position of the syllable stress in a word, so we can say the word correctly and good sound

**e) The phonetic effect of stress**

A stressed syllable louder to us. In fact, loudness is not the only characteristic of stress, and it may not be the most important factor in our unconscious perception of stress. Let us compare the “same” syllable in a stressed and an unstressed environment. Take the syllable ment in a words “payment” and “mental”; it is unstressed in the first word, stressed in the second. In summary, the effect of stress are to (1) increase the duration of the syllable, (2) increase the loudness (amplitude) of the syllable, and (3) increase the distinctness of the vowel quality. By contrast, an

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<sup>35</sup> Kenneth Beare, About.com Guide  
<http://esl.about.com/od/speakingenglish/a/8wspatterns.htm>. Accessed on February 16<sup>th</sup> 2013.

<sup>36</sup> Ian R.A.MacKay,, *Introducing Practical Phonetic*, (Boston: Little Brown and Company), p.143.

unstressed syllable will tend to have: (1) a shorter duration, (2) less loudness (amplitude), and (3) a less distinct vowel.....<sup>37</sup>

**f) Some examples of words which have some words but different stress.**

No.	Verbs	Nouns
1.	Pre'sent	'Present
2.	In'crease	'Increase
3.	De'sert	'Desert
4.	Col'lect	'Collect
5.	Com'bine	'Combine
6.	Dis'count	'Discount
7.	Ex'port	'Export
8.	Per'fect	'Perfect
9.	Re'fuse	'Refuse
10.	Con'test	'Contest <sup>38</sup>

**g) Some examples of words stress in initial, medial and final in noun.**

No	Initial	Middle	Final
1.	'Captain	Di'rector	Ciga'rette
2.	'Calendar	Po'tato	Sup'port
3.	'Jacket	Infor'mation	Mis'take
4.	'Toilet	Edu'cation	Po'lice
5.	'Kitchen	E'xample	Re'sult

### 3. Teaching Pronunciation

#### a. Introduction

Communication can be a tricky business, especially when the listener and speaker are from different linguistic background. There are numerous reasons a

<sup>37</sup> Ian R.A.MacKay, *Introducing Practical Phonetic*, (Boston: Little Brown and Company), p.142.

<sup>38</sup> A.S.Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (International New Students' Edition; Oxford: Oxford university Press, 1995).

students has difficulty reproducing the sound of English correctly. Perhaps pronunciation had little focus on previous classes, or maybe the students have never had any formal language instruction. Early pronunciation was thought by non-native speakers who themselves have oral production problem.

### **b. Theory**

Research into the teaching pronunciation has been less extensive than research into language acquisition (SLA) and first language (L1) interference. Study course a small sampling of theoretical elements is presented to help you understand challenges facing adult students who are trying to master English pronunciation, and give you some basis on which apply pronunciation tasks and exercise in your class.<sup>39</sup> This theory will help you as a teacher to make your class be comfortable and effective, so that, students can practice their pronunciation well.

### **c. Technique In Teaching Pronunciation**

Make pronunciation lessons be effective and fun by using a variety of techniques and addressing different learning styles are the most important things in teaching pronunciation in the class. Whether you teach a foreign language or ESL, you can use oral, visual, intellectual and kinesthetic input to teach pronunciation. Vary your lessons to keep pronunciation fresh and exciting for your students.

Learning good pronunciation is a vital part of learning a new language. Therefore, as a language teacher, you should focus on teaching your students to

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<sup>39</sup> Kat Bradley-Bennett, *Teaching Pronunciation an Independent Study Course for Teacher of Adult English as a second language learners*, (Longmont: Northern Colorado Professional Development Center, 2007), p.3-6. (ebook).

pronounce the sounds of the language well. If you can be effectively equip your students with the skills they need to develop good pronunciation, they will be well on their way to communicate well in a new language. There are some techniques in teaching pronunciation, they are:

### **1. Encourage Optimism**

A first step in helping your students to develop good pronunciation is to encourage them to believe they can do it. A person of any age has the mental and physical capacity to develop excellent pronunciation in a new language. Tell your students this, and encourage them to believe that slowly and patiently, they can learn to speak the sounds of this language well.

### **2. Identify Problem Sounds**

Every language has a limited phonology; a given language only uses a certain number of sounds, and depending on the phonology of the mother tongue spoken by students in your class, they may have more trouble with particular sounds in the language they are trying to learn. Identify particular pronunciation difficulties that your classroom has, and focus on working on those specific sounds.<sup>40</sup>

The researcher concludes that, to teach pronunciation, the teacher has to ensure that, the students have ability to do it well, identify students' problems in learning pronunciation, prepare some materials which can make students easier to understand and do more practice.

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<sup>40</sup> Asha Kalyani. [http://www.ehow.com/info\\_8645713\\_effective-teaching-pronunciation.html#ixzz2Fj38I4h2](http://www.ehow.com/info_8645713_effective-teaching-pronunciation.html#ixzz2Fj38I4h2). Accessed on February 13<sup>th</sup> 2013.

#### 4. Problems In Pronunciation

a. Listen to the words

Million of students want to learn English as well as they can. The students want to be able to speak English well, with a pronunciation which can be easily to be understood by the people. Writing English and spoken English are obviously very different things. Language starts with the ear. When a baby starts to talk, he does it by hearing the sounds his mother makes and imitating them, but when they are adult, their ability to imitate perfectly becomes less and have difficulty in mastering the pronunciation (as well as other parts) of foreign language. Some people are more talented than others, they find pronouncing other languages less difficult, but they never find them easy, because of our native language won't let us. Our own language is so strong that they are difficult to break. Listening is one of problem in pronouncing a word. On films, on the radio, on tapes, on gramophone records; most people can get the opportunity of listening to English in some ways, but just hearing is not enough; you must listen to it, the meaning and the important thing are the sound of it. Careful listening is the most important thing; and careful matching of performance with listening will bring you nearer to the ideal of perfect English pronunciation.

The basic sound in pronunciation is one problem in pronouncing a word. The sound of the beginning of each the word likes *pier*, *beer*, *tier*, *deer* and etc which have different sound. When the words are pronounced, people who hear that sometimes are obvious to know what the word.

Letter and sound are useful to have written letters to remind us of corresponding sounds, but this is all they do; they cannot make us pronounce sounds which we do not already know; they simply remind us. In ordinary English spelling is not always easy to know what sounds the letters stand for; for example, in the vowel *city*, *busy*, *women*, *pretty*, *village*, the letters *i*, *y*, *u*, *e*, *o* and *a* all stand for the same vowel sound. These must never be mixed up. Letters are written, sounds are spoken.<sup>41</sup>

The problems of pronunciation always faced by people non native speaker, especially in the sound of the words, how to pronounce it well and culture where the people live.

#### b. Cultural Background

There are some opinions about culture and its relation with language, they are:

1) According to Canadian Commision for UNESCO which was taken by Nur syam said that culture is a dynamic value of learning system which are consist of some elements likes assumption, agreement, truth, and rules that can allow all of the members to make communication with another and build their potential creativity.

2) According to Koentjaraningrat which was taken by Abdul Chaer and Leonie in their book of Sociolinguistic said that language is part of culture.

The power of language to reflect culture and influence thinking was first proposed by an American linguist and anthropologist, Edwar Sapir and his students Benyamin Whorf. In their hypotesis stated that the way we think and view the world

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<sup>41</sup> J.D.O'Connor, *Better English Pronunciation*, (New Edition; Cambridge: Cambridge University, 1980), p.1-3.

is determined by our culture.<sup>42</sup> Cultural differences have also been noted in the ways in which language is used pragmatically. Culture is never being separated with language, because of in fact, culture has been developing with exchange or take the language from one culture with another culture. Human is as individual and social have more ability in communication by using language. The ability, because of the developing of culture. The culture is unimmediately will change humans' mind in communication.<sup>43</sup> Language as communication system is a part or subsystem from the culture's system. <sup>44</sup>

The researcher can say that, language is a part with a culture. we can know people's culture from their language but, when we talk about alteration of language toward alteration of culture, we can change the people's culture, but not all, only in a part. The alteration of the language can give influence to the people's culture, because of the people's culture will not be happened with a language.

When we talk about language, how to say the language specially English we can not apart from culture. However the people dialect, when they speak English they are difficult to apart from their mother tongue even aborigines of an area where their dialect is strong, that make them are difficult to speak English well, but when they want to practice their mother tongue, they can pronounce the other language well,

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<sup>42</sup> Anderson, et.al, 2002. In posted by B.Otto. <http://education.com>, language and culture.

<sup>43</sup> Anonim. <http://arisregacs.blogspot.com/2012/07/pengaruh-budaya-terhadap-bahasa.html> accessed on December 16th, 2013.

<sup>44</sup> Masruddin, *Sociolinguistic*, (STAIN Palopo: Palopo, 2013), p. 48. Unpublished.

specially English. Practice is seen as part of the method. Practice demands the learners' willingness to involve themselves activity in communication [. . .].<sup>45</sup>

On the other hand, if you live in area where there is no traditional use of English and no body of people who speaks it for general communication purposes, then you must take as your model some forms of native English Pronunciation. Different accent of English is also difficult to be understood.

c. Transfer and interference

First Language (L1) has a significant effect on the second language (L2) acquisition. This kind of phenomenon in the study of second language acquisition is called the interference of first language into second language (negative Interlingua transfer).<sup>46</sup> Interference or negative transfer are 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 by the students.<sup>47</sup>

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<sup>45</sup> Chirsthoper and Candle, *The Communicative Teaching Of English*, Britain, p.45.

<sup>46</sup> Achmad Fanani, "The Interference Of Indonesian Grammar Into The Acquisition Of English Grammar (An Analysis Of The 2nd Semester Students' Written Task At The English Department, Unipdu Jombang", *Abstract: University of Pesantren Tinggi Darul Ulum Jombang*. <http://www.journal.unipdu.ac.id/index.php/diglosia/article/view/91>. Accessed on November 29<sup>th</sup>, 2013.

<sup>47</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.

Interference is the deviation of target language as a result of their familiarity with more than one language. Dulay et.al differentiates interference into two parts, the psychological and sociolinguistic. The psychological refers to the influence of old habits when new ones are being learned, whereas sociolinguistic refers to interactions of language when two language communities are in contact. Therefore students will find it difficult in mastering the second language due to the interference, which is influenced by old habit, familiar with mother tongue and interaction of two languages in the communities.<sup>48</sup>

The term of interference was used in the first time by Weinreich to say there are alteration of language system relative to there is a language interaction with another elements that is done by bilingual speaker. Interference is concerned of bias of a certain language in using of a language by put into another language system that is considered as mistake.<sup>49</sup> There is one implication for second language instruction is we can use intensive technique such as repetition or drills, in order to overcome the interference and establish the necessary new habits (such technique forming the basis of called ‘ audio-lingual’ or audio-visual’ courses).<sup>50</sup>

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<sup>48</sup> Anonim, <http://marlindwinastiti.wordpress.com/2013/04/02/language-interference/> (online. Accessed on November 29th, 2013).

<sup>49</sup> Masruddin, *Sociolinguistic*, (STAIN Palopo: Palopo, 2013), p. 87 -89. Unpublished.

<sup>50</sup> William T. Littlewood, *Foreign and Second Language Learnin*, (Cambridge University Press: Cambridge,1984), p.18.

Based on some explanations above, the researcher concludes that, interferences Language influences in learning target language. It influenced toward the people language when they speak, old habit, familiar with mother tongue where the use of mother tongue helpful the student to enrich their knowledge, and interaction of two languages in the communities and also the influence culture of language community which has been adhering into the language.

### **5. Improve Pronunciation**

Learning to pronounce words does not happen overnight, so it is important that those seeking to improve their language skills have patience and are diligent in their efforts to improve their English pronunciation abilities. Some Instructions to improve our pronunciation are:

- a. Read loudly from books and magazines

Although this may sound funny, it is a fact that the louder a person speaks, the better he is able to hear himself. A learner can also use a recorder to record speech and listen back to it for mistakes and inconsistencies.

- b. Listen to text being read correctly

Many discs and programs that teach English include large sections of text in English that you may read and listen to simultaneously. Even a book on tape would work to accomplish this goal. Listen and read along to hear the correct pronunciation of words.

c. Speak with the disc

As the CD or DVD is playing, read along and speak the words that are being read by the speaker on the disc. When saying the words at the same time as the speaker, a learner can immediately hear differences in speech patterns and pronunciation.

d. Speak in front of the mirror.

Speaking English requires a person's mouth to move in specific ways. Speaking in front of the mirror can help a person to develop the correct tongue, lip and jaw movements. Spend several minutes watching yourself speak.

e. Ask a native speaker to listen to you as you speak. Accept the feedback that the native speaker offers to you as you speak. It is best to ask the native speaker to correct you at the end of each sentence, so you can make needed changes in your speech and pronunciation as you continue to talk.<sup>51</sup>

Techniques to improve our English pronunciation above are very important ways to learners to practice the technique every time. In the classroom, the teacher can manage class in order that students are motivated to practice their English more comfortable, but these techniques do not use all, the teacher can choose the best technique that they use with looking at the students's needs and situation of the class.

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<sup>51</sup> Chaad Bulen . [http://www.ehow.com/how\\_5106114\\_improve-english-pronunciation.html#ixzz2Fj2Fp4A6](http://www.ehow.com/how_5106114_improve-english-pronunciation.html#ixzz2Fj2Fp4A6). Accessed on Desember 23<sup>th</sup> 2012.

## 6. English Pronunciation

English is spoken and written worldwide by more people than any other language. For native English speakers, pronunciation comes easily. However, for those learning the language, English can prove extremely difficult. English is not a phonetic language, meaning that a word is not always said the way it is spelled. For this reason, it is important to hear, see and repeat English words in order to fully grasp their pronunciations. There are many ways to learn English pronunciation are:

- a. Obtain an English tutor who can work one-on-one with you. Tutors can converse naturally with you while correcting any mispronunciations or misunderstandings. Listen to and watch a native English speaker talk to help you learn proper pronunciation.
- b. Learn the sounds of English letters and words using a phonetic alphabet chart. Look at the spelling, listen to the pronunciation, then repeat the sound yourself. Practice until you commit the sounds to memory.
- c. Watch pronunciation videos to learn the proper mouth formation for English sounds. Some sounds such as "th" are not present in other languages and require a very specific tongue and mouth placement. Watch video clips to learn how to make these sounds and repeat until successful.
- d. Join an English club, English as a Second Language (ESL) group or ask an English speaking friend to join you for an outing. Practice your English pronunciation

with others by listening, speaking, repeating, learning proper usages and receiving constructive criticism.<sup>52</sup>

The researcher herself has the way to learn english pronunciation are reading aloud some short stories while practice them in front of the mirror and watching some english video.

### ***C. Audio-Lingual Method***

Audio lingual method (ALM) is a method which was introduced in the United State of America (USA) in 1940s . The method was much influenced by a method called Army Specialized Tranning Program (ASTP). The ASTP was triggered by the condition from which USA entered World War II and tried to send its army to take up positions in other countries. USA government found itself in a need of personal trained in a language number and wide variety of languages, and the audio lingual method could be the answer. The method was also response to the reading method and the Grammar Translation Method (GTM). At the time many americans felt unsatisfied with the reading aim and they thought that speaking was more important than reading. This method was introduced in Indonesia in 1960's.<sup>53</sup>

The Audio-Lingual Method is a style of teaching used in teaching foreign languages. It is based on behaviorist theory, which professes that certain traits of living things, and in this case humans, could be trained through a system of

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<sup>52</sup> Ava Perez. [http://www.ehow.com/how\\_7314487\\_learn-english-pronunciations.html](http://www.ehow.com/how_7314487_learn-english-pronunciations.html). Accessed on Desember 28<sup>th</sup> 2012.

<sup>53</sup> Ag Bambang Setiadi, *Teaching English as a Foreign Language*, Graha Ilmu, p.53-54.

reinforcement—correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback. .

The Audio-Lingual Method drills students in the use of grammatical sentence patterns. It also. Unlike the direct method, has a strong theoretical base on linguistics and psychology.

Here are some of the objectives of the audio lingual method :

- a. Accurate pronunciation and grammar
- b. Ability to respond quickly and accurately in speech situations
- c. Knowledge of sufficient vocabulary to use with grammar pattern.

In Audio-Lingual Method, the teacher wants their students to be able to use the target language communicatively. In order to do this, they believe students need to overlearn the target language, to learn to use it automatically without stopping to think. Their students achieve this by forming new habits in the target language and overcoming the old habits of their native language.

This method of Language Learning is also called the Aural-Oral Method. This method is said to result in rapid acquisition of speaking and listening skills. The audio lingual method drills students in 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 correctly to stimuli through shaping and reinforcement.

### **1. The Audio lingual Method is based on the following principles:**

- a. Language learners are able to comprehend the foreign language when it is spoken at normal speed and concerned with ordinary matter.
- b. Language learners are able to speak in acceptable pronunciation and grammatical correctness.
- c. Language learners have no difficulties in comprehending printed material,
- d. Language learners are able to write with acceptable standards of correctness on topics within their experience.<sup>54</sup>

Drilling is a central technique in this method. The final goal of language learning process is that language learners are able to communicate in the target language with native speaker like pronunciation. Through this method language, learners learn structures, sounds or words in contexts.

### **2. Teaching Skill**

Teaching requires more than a college degree and some patience. Responding to student needs and getting your class involved in the learning process will set them up for success. Educators must possess effective research skills for a variety of reasons.

The definitions of teaching are very straightforward: 1) imparting knowledge or skill, 2) an activity, 3) intended behavior to induce learning, 4) a family of activities, training, indoctrinating and conditioning (Webb p. 27). And my

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<sup>54</sup> Ag Bambang Setiadi, *Teaching English as a Foreign Language*: Graha Ilmu, p.55.

personal favorite, "Perhaps the most provocative definition defines the teacher as an artist and teaching as an art." <sup>55</sup>

Teachers research lessons and their content, teach research skills to students, and research educational philosophies and theories for effective teaching. With the extensive availability of content today, effective research is vital. While skill is ability to do something well. <sup>56</sup>So the researcher can conclude that, teaching skill is ability of the teacher in teaching in the class, management the classroom, prepare materials, make students be active and create interesting learning condition. The following skill sets are critical to being a successful teacher:

**a. Scaffolding**

Scaffolding refers to a teaching strategy in which teachers lay the foundation for what will be taught and add information piece by piece. The point here is to challenge the student just enough to bring them to the next level of understanding without overwhelming them with superfluous information or exceptions to the rule. For example, when teaching multiplication start by showing what it means to have seven groups of three before trying to demonstrate multiple digit multiplication strategies.

**b. Differentiation**

Good teachers recognize that all students learn differently. The term differentiation refers to adjust lessons to teach all students. Respond to the multiple

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<sup>55</sup>American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author. (Natasha Stiller, <http://voices.yahoo.com/teaching-as-profession-defined-8746353.html>). Accessed on January 15<sup>th</sup> 2013.

<sup>56</sup> Victoria Bull, *Oxford Learner's pocket Dictionary fourth edition*, (Oxford University Press), p.352.

levels of learning in your classroom by offering opportunities for both remediation and enhancement. A simple way to do this is by meeting with a different small group of students for fifteen minutes each day. Do this while the rest of your class works on an independent task like journal writing or partner work. In these small group sessions, meet with students of similar skill levels and focus your instruction on the skills they might be missing or on providing a challenge for your high achievers.

**c. Present information in multiple formats.**

Never present a new topic in only one way. While some very bright students may learn something new on the first try, the majority of your students will need to see it a few ways to get it right. A good rule of thumb is to provide information using as many of the five senses as possible. At the very least, students should see, hear and touch the new skill. For example, when teaching the definition of the noun, write the word and the definition on the board next to an illustration for a visual representation. Have students copy down the definition for reinforcement. Next, have students speak the word as part of a sentence so they can hear its proper use. Finally, have students use their hands to demonstrate what it means for something, so they get a tactile sense of the definition.

**d. Model**

Modeling in the classroom means that you show students exactly what you want them to accomplish. The popular teaching mantra for modeling is "I do, we do, you do." In other words, show students how to do something by modeling the skill first. Next, try it all together through a guided practice. Finally, allow students to try the

skill on their own. For example, show students how to properly light a bunsen burner. Then have student volunteers come up and help you recreate the steps to involve the class.

**e. Involve your students**

Encourage students to relate their new skills to their own lives. Have them ask questions about a new topic that interests them. Let them choose the books they would like to read. Give them options for big assignments. Guide them in using the internet to answer their own questions. The power of choice is a crucial way to engage your students, and engagement is the key to student success.

**f. Set them up for success**

Always be crystal clear on your expectations for student assignments. If students know what they are supposed to learn, what they are supposed to do, and how they are supposed to do it, you are giving them all the tools for success. Write down your expectations in a rubric, so the students know exactly how they will be graded on each assignment. Make yourself be available after school or between classes to answer questions and offer extra help and always follow through on your word. If you say you will grade papers by Friday, grade the papers by Friday. You cannot expect students to be accountable if you are inconsistent.<sup>57</sup>

The ALM has a relatively complete procedure of presenting language material. The following is the first procedure of teaching the target language. This procedure is

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<sup>57</sup> Roxana Wells. [http://www.ehow.com/facts\\_5643049\\_effective-teaching-skills.html](http://www.ehow.com/facts_5643049_effective-teaching-skills.html). Accessed on January 15<sup>th</sup> 2013.

a set of the typical steps in teaching the target language through the ALM. Since the listening and speaking ability is the first skill to consider, the first procedure of teaching is more related to listening and speaking ability. The procedure can be as follows:

- a) The language teacher gives a brief summary of the content of the dialogue.
- b) The language learners listen attentively while the teacher reads or recites the dialogue at normal speed several times.
- c) Repetition of each line by the language learners in chorus is the next step. If many learners make the same errors, chorus repetition and drill will be necessary.
- d) Repetition is continued with groups decreasing in size, that is, first the two halves of the class, the thirds, and the single rows or smaller groups. Groups can assume the speakers' roles.
- e) Pairs of individual learners now go to the front of the classroom to act out the dialogue. By this time they should have memorized the text.<sup>58</sup>

Since the aim of the method is speaking ability, teaching through the ALM language teachers spend most of the time for speaking. However, experimentation with the method has showed that the method has certain disadvantages, so that some factors related to speaking have to be considered:

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<sup>58</sup> Ag Bambang Setiadi, *Teaching English as a Foreign Language*: Graha Ilmu, p.60.

1. The primary aim of foreign language instruction in the schools has always been educational and culture. The ability to speak fluently is not acquired primarily in the classroom, but through much additional practice on the outside.

2. Real conversation is difficult to achieve in the classroom because the time to develop it is difficult.

3. Conversation must not be confused with oral practice. Conversation involves a free, spontaneous discussion by two or more persons of any topic of common interest. Part of its effectiveness is due to facial expression and gestures.

4. Speaking ability is the most difficult phase of a foreign language to teach and to acquire.

5. This ability is least likely to be retained, for it depends on constant practice.

6. It is difficult to teach because it requires unusual resourcefulness, skill, and energy on the part of the teacher. No textbook can make up for the originality of an everyday life situation.

7. Conversational competence depends essentially on an extensive vocabulary, memorization of numerous speech patterns, and the automatic control of stress.<sup>59</sup>

Language teachers have to provide opportunities for language learners to practice using the foreign language after the class. Language teacher must be creative in providing learning resources and they have to keep monitoring the process of language learning. Without teacher's attention, language learners will not optimally

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<sup>59</sup> Ag Bambang Setiadi, *Teaching English as a Foreign Language*: Graha Ilmu, p.61

learn the target language. Language teachers are expected to be fluent in the target language, which seems to be a problem in rural places.

The ALM suggests a procedure of listening. The following are the steps in listening:

- a. *Motivation*. An effort is made to arouse learners' interest in the topic of presentation.
- b. *Introduction*. The situation or content is briefly described.
- c. *Anticipation of difficulties*. If there are new words or structures, these will be singled out or made clear.
- d. *First listening*. The record is played.
- e. *Check on difficulties*. Some words and structures may still be interruption.
- f. *Second listening*. Again the tape is played without interruption.
- g. *Questions*. Significant expressions, keywords and phrases or structures to be learned are used in questions.
- h. *Third listening*.
- i. *Questions*. The language teacher asks original, informal questions to test comprehension.<sup>60</sup>

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<sup>60</sup> Ag Bambang Setiadi, *Teaching English as a Foreign Language*: Graha Ilmu, p.62.

#### ***D. Teaching Pronunciation Through Audio-Lingual Method***

According to Oxford dictionary, pronunciation is way in which a language or a particular word or sounds is spoken. There are three scopes in teaching pronunciation, they are:

1. Sounds. It is very important for students to do identification of sounds in a language. Whereas in English is known British and American accent. Components of sounds are Vowels and consonants.

2. Rythm is concerned to unit of tone. Example. *Peter, come HERE, please!* We can divided into two, they are *Peter come* and *come here, please!* where the stressing in the first is *Peter* and the second is *here*.

3. Intonation is concerned to meaning and up and down of the tone. For example, the word *Fire!*. If we read with high intonation, its meaning is “*ada api atau kebakaran*” while, if we read with falling intonation, its meaning as a question “*ada api?*”<sup>61</sup>

To improve students’ pronunciation through audio lingual, the first thing is how to pronounce. The fundamental of this method and it connects with learning pronunciation is how to drill the students to pronounce correctly until they can do it spontaneously. There is a step in teaching pronunciation through audio-lingual method like giving oral test to know the ability of the students. There are some assessment such as sounds, rythm and word stress, intonation and fluency.

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<sup>61</sup> Dhewi Masithoh Admawati, *Penggunaan Metode Audio Lingual Dalam Pembelajaran Bahasa Inggris untuk Peningkatan Pronunciation siswa kelas IV A MI Sunan Kalijogo Malang* ( a thesis), Juli, 2009; Malang: Universitas Islam Negeri Maulana Malik Ibrahim), p.34-35.

Those are some benefits of using audio lingual method in teaching English :

1. It aims at developing listening and speaking skills which is a step away from the Grammar Translation method.
2. The use of visual aids has proven its effectiveness in vocabulary teaching.
3. Language is presented by dialogs which students repeat and imitate the teacher.
4. We learn target language communicatively through habit formation
5. Interaction is initiated by the teachers, including student-student interaction; which is teacher directed.
6. The language skill which is emphasized is oral skill.
7. Pronunciation is taught from the start.<sup>62</sup>

Audio-Lingual method is one of the method that is very useful for English students, not only as something enjoyable but also as medium to learn English. Finally, the students can also learn a lot of things from using audio lingual method such as pronunciation, intonation, stressing, from native speaker.

The development of the technology has been influenced the human life in all of aspects include at education. Therefore, the teachers have found the interesting method in teaching process. Although, the audio-lingual method was the old method, but it can be one choice by the teacher in teaching English to increase the students' ability in learning English especially pronunciation.

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<sup>62</sup>Men John, *Lecture#3 The Audio Lingual method*, (Otaru University of Commerce Academic Collections Barrel, 2012), p.9-15. Accessed on October 24<sup>th</sup> 2013.

Besides the benefit which mentioned above, audio lingual method also has disadvantage as follows :

1. Boring and unsatisfying. The method that is used repeatedly during learning process makes all of the students feel bored.
2. Students not transferring skill. <sup>63</sup>
3. It was also claimed that the methodology did not deliver an improvement in communicative ability that lasted over the long term.<sup>64</sup>

In addition, there are also characteristic of Audio-lingual method in teaching process.

1. Drills are used to teach structural patterns
2. Set phrases are memorised with a focus on intonation
3. Grammatical explanations are kept to a minimum
4. Vocabulary is taught in context
5. Audio-visual aids are used
6. Focus is on pronunciation
7. Correct responses are positively reinforced immediately.<sup>65</sup>

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<sup>63</sup> Men John, *Lecture#3 The Audio Lingual method*, (Otaru University of Commerce Academic Collections Barrel,2012), p.25. Accessed on October 24<sup>th</sup> 2013.

<sup>64</sup> Daniela Bortolin, *The Audio-Lingual Teaching Method*. <http://www.tjtaylor.net/english/teaching-method-audio-lingual>. Accessed on October 24<sup>th</sup> 2013.

<sup>65</sup> Daniela Bortolin, *The Audio-Lingual Method*. <http://www.tjtaylor.net/english/teaching-method-audio-lingual>. Accessed on October 24<sup>th</sup> 2013.

Based on the fact above, it is proved that, Audio-lingual method is very effective to improve students' pronunciation.

### ***E. Types of Pattern Drills***

In order for language learners to practice listening and speaking, there are number of different types of pattern drills that can be used. Language teachers may use one or more than one pattern drill, depending on what patterns learners have to learn. In the following session “*T*” represents *teacher* and “*S*” represents *student*.

1. Repetition Drill. This drill is the simplest drill used in learning language pattern. It is used at the very beginning of language class. Language learners merely repeat what the teacher says or the tape recorder produces. This may be used for the presentation of new vocabulary and will be useful for pronunciation class.

Example:

**T** : I study in the morning

**S1** : I study in the morning

**T** : I study in the morning

**S2** : I study in the morning etc.

2. Substitution Drill. Language learners are required to replace one word with another. They may replace a word of the model sentence with a pronoun, a number, or gender and make some necessary change.

Example:

**T** : John is cold

**T** : hungry

**S1** : John is hungry

**T** : In the class

**S2** : John is in the class etc.

3. Transformation Drill. Language learners are required to change sentences from negative to positive to interrogative, or from simple present tense to simple past, depending on instruction from the teacher.

Example:

**T** : the book is new

**S1** : Is the book new?

**T** : We are in the class

**S2** : are we in the class? Etc.

4. Replacement Drill. Language learners replace a noun with a pronoun. It is the same drill as the substitution drill but it involves with a replacement.

Example:

**T** : I like **the book**

**S1** : I like **it**

**T** : I meet **the people** in Jakarta

**S2** : I met **them** in Jakarta. Etc.

5. Response Drill. Language learners respond to somebody's sentence. In this drill the answers are patterned after the questions. This drill may involve "wh" questions or "yes/no" questions.

Example:

**T1** : Alice is at school.

**T2** : where is Alice?

**T3** : At school etc.

6. Cued response drill. In this drill language learners are provided with a cue before or after the question.

Example:

**T** : What did the man buy? (A book)

**S** : The man bought a book etc.

7. Rejoinder Drill. It is similar to the cue response drill. In this drill language learners are given instruction or how to respond.

Example:

**T** : come to my house (Be polite)

**S** : would you come to my house?

**T** : your idea is not good (disagree)

**S** : I disagree with your idea etc.

8. Restatement. Language learners rephrase an utterance and address it to somebody else, according to the content of the utterance.

Example:

**T** : Tell him where you live

**S** : I live at Raden Inta Street no.5

**T** : Ask her what she has for breakfast

**S** : What do you have for breakfast. Etc.

9. Completion drill. Language learners are told to supply a missing word in sentence or statement.

Example:

**T** : I bring my book and you bring....

**S** : I bring my book and you bring **your book**

**T** : I have to solve .....own problem

**S** : I have to solve **my** own problem. Etc.

10. Expansion Drill. Language learners build up a statement by adding a word or phrase.

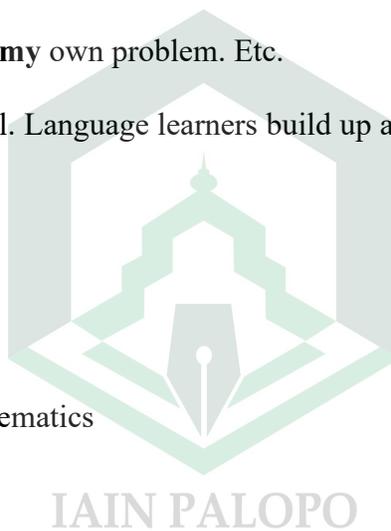
Example:

**T** : Mathematics

**S** : We study mathematics

**T** : Everyday

**S** : We study mathematics Everyday. Etc.



11. Contraction drill. Language learners replace a phrase or clause with a single word or shorter expressions.

Example:

**T** : I didn't mean to kill the bird

**S** : I didn't mean it

**T** : Don't go to the place

**S** : don't go there. Etc.

12. Integration Drill. Language learners combine two separate statements.

Example:

**T** : Which one do you think is true? The earth goes around the sun or the sun goes around the earth.

**S** : I think the earth goes around the sun

**T** : I know that lady. She is wearing a blue shirt.

**S** : I know the lady wearing a blue shirt Etc.

13. Translation Drill. Language learners translate a sentence from their mother tongue to the target language.

Example:

**T** : Saya sangat senang buah-buahan.

**S** : I like fruit very much.

**T** : Ada beberapa murid di kelas ini.

**S** : There are some students in the class Etc..<sup>66</sup>

#### ***F. 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.

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<sup>66</sup> Ag Bambang Setiadi, *Teaching English as a Foreign Language*: Graha Ilmu, p.63-66.

Interference or negative transfer are 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 by the students.<sup>67</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 language and second language have the same structure, while the negative transfer from the native language is called interference.<sup>68</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.

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<sup>67</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.

<sup>68</sup> <http://marlindwinastiti.wordpress.com/2013/04/02/language-interference/> (online. Accessed on November 29<sup>th</sup>, 2013).

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.<sup>69</sup>

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>70</sup>

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>71</sup>

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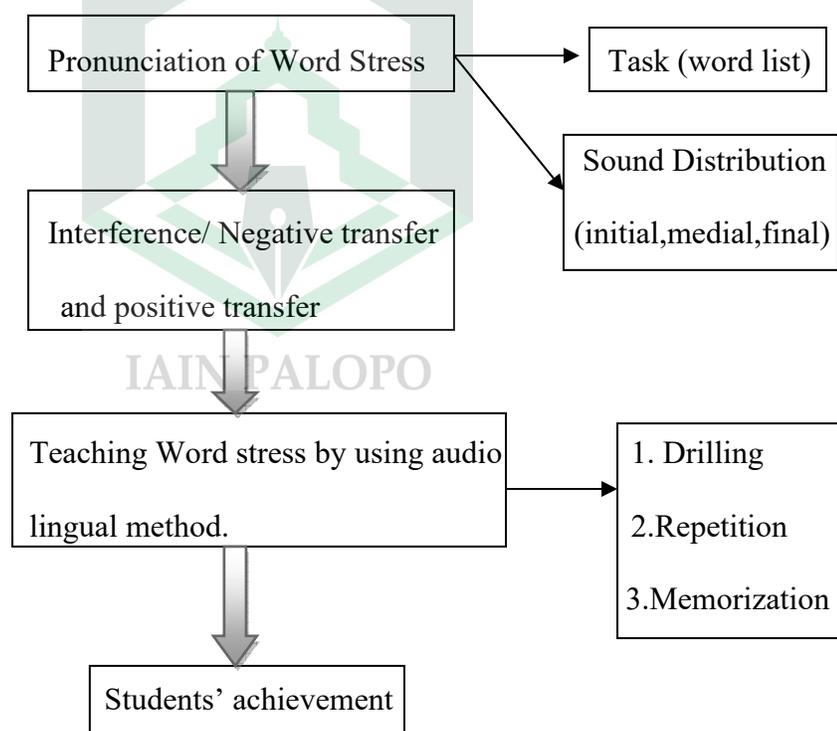
<sup>69</sup> Ally Voronova, *Syntax and Morphology for Applied Linguists* (Power Point), March 5<sup>th</sup>, 2012, Slide 11 and 24.

<sup>70</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.

<sup>71</sup>Bob Moulesong, Times Correspondent. [http://www.nwtimes.com/business/jobs-and-employment/listening-skills-are-an-important-part-of-effective-communication/article\\_b4d0940a-f919-5d1a-be45-05da2c6752c2.html](http://www.nwtimes.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.

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>72</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:



**Table 2.1 Flow Chart of Conceptual Framework**

<sup>72</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

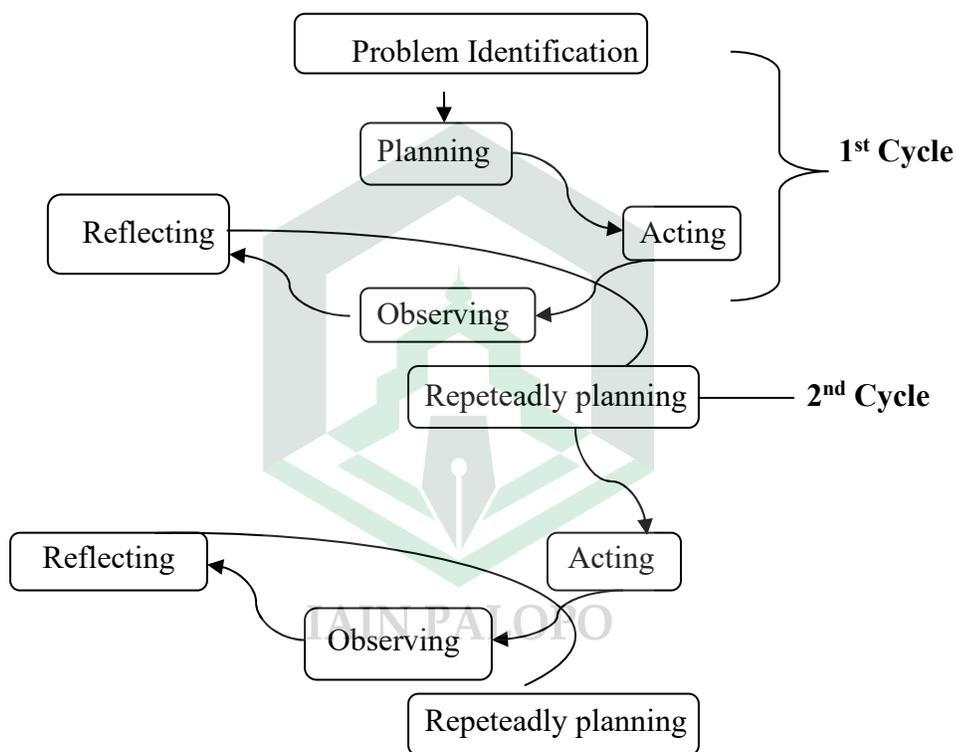
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<sup>1</sup> Suharsimi Arikunto, Suhardjono, dan Supardi. *Penelitian Tindakan Kelas*.(Jakarta: PT. Bumi Aksara. 2007), p.16.

<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 on September until October.

#### ***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 subject of the research, the researcher hopes after researching the students' ability in pronouncing word stress 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 stressing 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 the stress words position. These words are distributed in three word positions (initial, middle 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 stressing in the words.
- 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:

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

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.

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.**

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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.

- 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 word stress 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 word-stress.
- 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 word stress through Audio-Lingual Method then the researcher gave some examples of word stress. 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 stress 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 stressing in the words.
- d. The researcher gave guessing words to the students.
- e. The researcher and the students identified the stress 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 stress in the words.
- i. The researc her used drill technique again to the students until three times, to make them knew about the place of stress 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 stress in the words in teaching pronunciation.
- c. Classroom management numbers of students were 10 students then made the language laboratory more comfortable.
- d. Made the instrument which used in each cycle of the classroom action research.
- e. Did the cycle 3 in the language laboratory.

##### 2. Action

- a. Greetings and opening class.
- b. The researcher gave the theory about stressing in the words.
- c. The researcher played the audio through laptop.
- d. The researcher asked the students to use headphone.

- e. The researcher asked the students to listen carefully and focus on what the native speakers' said.
- f. Closed the class.

### 3. Observation

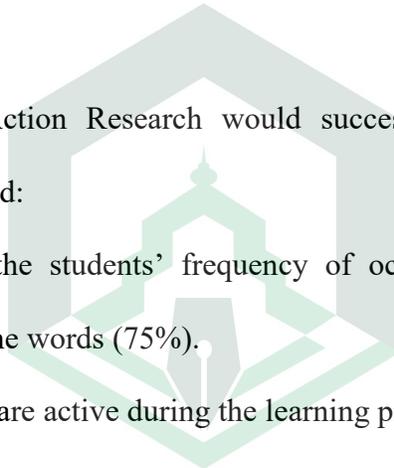
There are some important things that would observe they are:

- 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%).



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## 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 A. 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 words stressed 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 the stress 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 September, 17<sup>th</sup> 2013 at 01.00 – 02.40 p.m, was located in Language Laboratory, 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 of stressing, 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 word-stress 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 stressing, 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 stress in 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 characteristic of stressing and the researcher drilled the words with students.

### **c. Observation**

On 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 their stress. In language laboratory, the researcher used speaker, so it made the students less focus on the sound of the words.

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

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 used less drill technique, so the students did not get more practice.
3. The students found the difficulties in identifying the words because the sound of the speakers was reverberating and the native speaker's pronunciation was unclear, so it made the students were difficult to know the words.
4. The researcher used speaker, so it made students were difficult to determine the words and their stress.
5. 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, middle, 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:

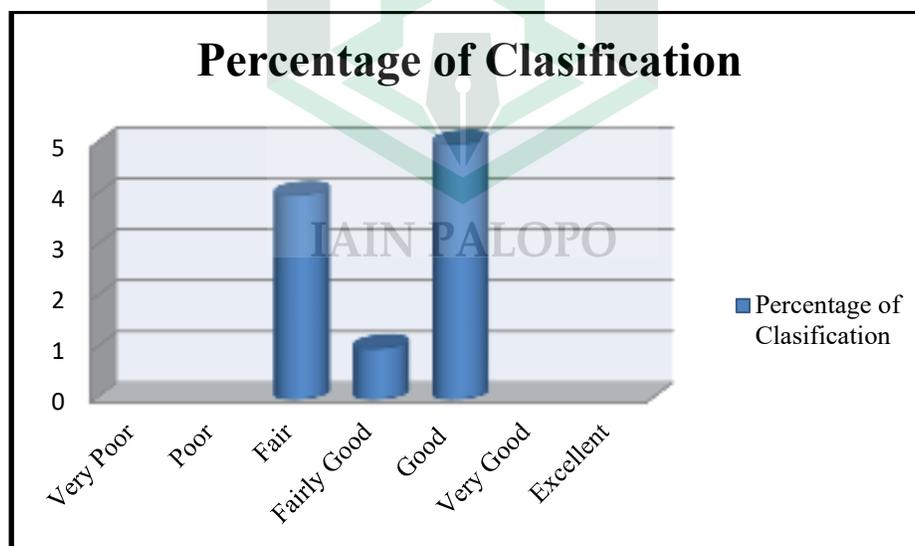
X = Mean Score

$\Sigma X$  = 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 Year 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, middle and the last stress position 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 stress position 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 1**

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

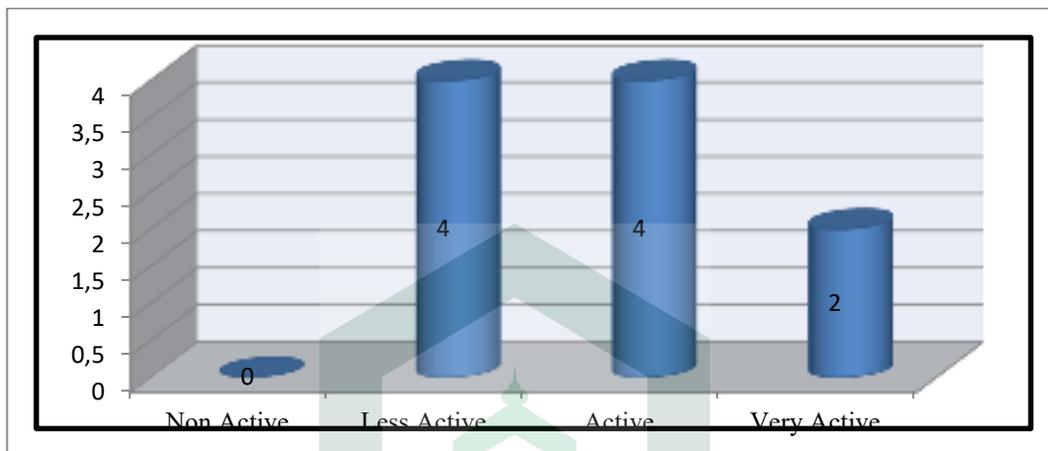
$$P = \frac{F}{N} \times 100 \%$$

**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 where the position of the words stress.

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 specific material to the students to make them more understand about stressing, because in the first cycle, the researcher gave all of the rules of the stressing, gave some words to the students which included all of the rules, so it made the students were confused to determine the place of stress in each word.

3) The researcher gave some examples to the students about the material “ *one syllable and two syllables in the first stress*”, drilled the words to make students knew where the stress was.

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 place of stressing by giving mark ' ' in each word example : 'Teacher.

5) The researcher and the students identified the words stress together.

6) In controlled practice two, the researcher gave minimal pairs to the students to differentiate the place of stressing in a word when its part of speech was noun, verb and adjective.

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 small paper to the each student that was consist of ten word pairs, and had them determine or chose which one the correct word stressing.

9) The reseacrher used drill technique again to the students until three times, to make them knew about the place of stress in each word.

10) Closed the class.

#### **b. Action**

It was held on September 27<sup>th</sup>, 2013 at 10.45 a.m until 12.00 p.m in the class H5. At the first activity, the reseacrher gave material of stressing but, just focused on the one syllable and two syllables that were stressed in the first syllable. 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 stressing 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 sressing position. 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, the researcher

gave minimal pairs to make the students could differentiate how pronounced the words with the same letter but different part of speech. The researcher gave a small paper to the each student, then asked the students to focused on the each word that they heard. After finished, the researcher identified each word with students, the researcher played again the words twice and ask the students followed. In the last activity to make the students understood about all of the materials, the researcher gave ten word pairs to each student that had some words, but different position of the stress for example *'laptop and lap'top*. The reseacrher played the words through laptop, and had the each student determined which one the word was and the correct stress with raising the word. The students were very enthusiastic and fun for this, because they raced each other to get the correct word. Some of the students had known the position of the correct words stress, only two students were wrong in determining the position of the stress, because they were in hurry in raising their paper without saw the position of the stress in the words. The students more knew about the words and could determine the position of the stress.



**Picture 4.1**  
**The students were enthusiastic**  
**In determining the position of stress**  
**In words**



**Picture 4.2**  
**The students identified**  
**the position of stress in words**

**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 giving stress to the words and they raced each other to determine the correct word stress. Most of the students had known the correct position of stress words in one syllable and two syllables. The researcher just played the words until twice to make the students were sure about the word, sometimes the reseacrher just played once, the students had known the words stress correctly.

**d. Reflection**

There was weaknness 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 determined the position of the stress, although the researcher had explained them. They were still confused about the position of words stress. 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 words stress. In the third cycle, the researcher would

teach about three until more than three syllables in the middle position and the words in the last stress position.

The following was 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:

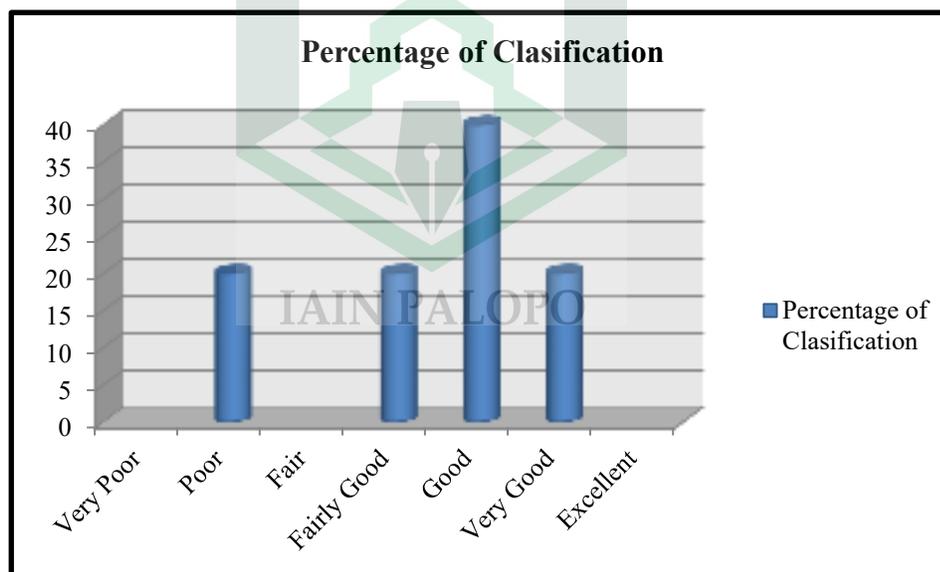
X = Mean Score

$\Sigma X$  = 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 Year 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 stress 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**

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

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**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

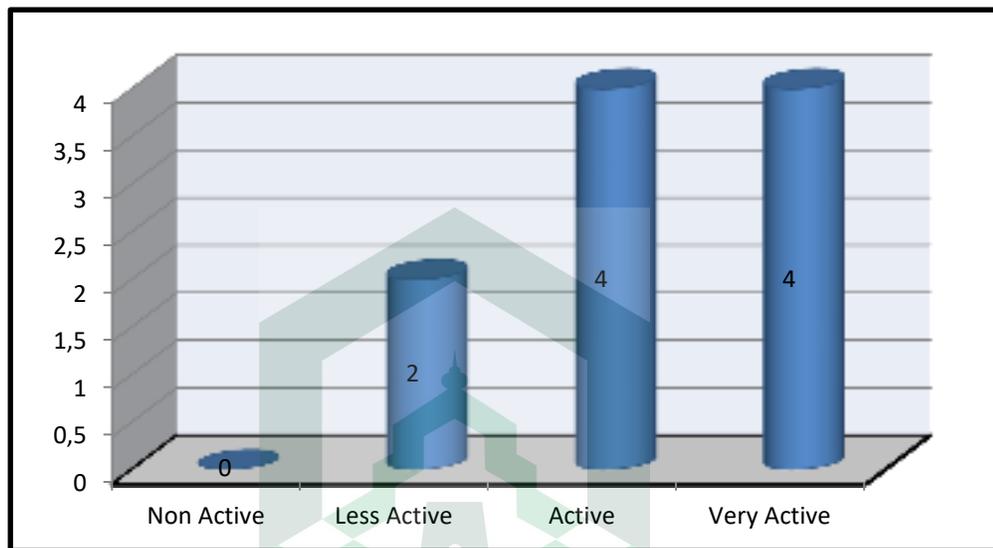
$$P = \frac{F}{N} \times 100 \%$$

**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 the stress in the words. 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 give stress in the words, then the researcher gave material Three syllables or multisyllables in the middle stress and words in the last syllables.

3) The researcher used headphone to make the students could listen the words clearly and determined the position of the stress in a word.

4) The researcher gave words pair to each student which was consist of thirty words pair with different position of stress 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 stress in each word and the students raced each other in determining the stress of word by raising their paper.

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

7) Closed the class.

**b. Action**

This cycle was held on October 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 three syllables or multisyllables in the middle position and the words in the last syllables. After that, the researcher gave thirty words pair to each student, students listened the audio by using headphone, determined the position of the stress in the words and repeat the words until five times to make each student could practice and knew about the stress position.

When the researcher gave the papers, they matched the words-pair about one minute, to make them easy in looking for the words after they heard. It could be seen in the pictures below:



**Picture 4.3 the students matched the Words-pair before identifying the Words-stress**

**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 headphone and they raced each other in determining the

stress position in each word. The students were easy in determining the stress position, because they heard the words by using headphone which made students were easy to hear native speakers' said. It could be seen in the pictures below:



**Picture 4.4 the students were enthusiastic in identifying the word-stress**

#### **d. Reflection**

There was the weakness that the researcher and the collaborator found in the cycle 3 was the researcher gave more words to the students that made the students were difficult to find the words fast, because firstly, they had to arrange the words on the table.

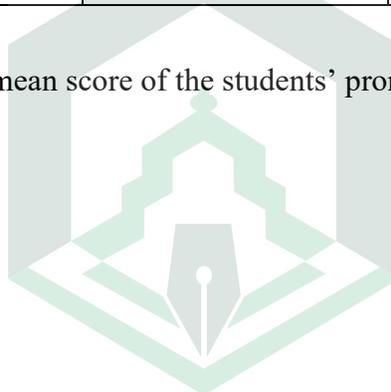
The following was the explanation of the students' score in correct pronunciation of the target sound of middle, and the final word stress in cycle 3

**Table 4.13 The Students' Scoring In Correct Pronunciation Of The Target of middle, and the final word stress 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:

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



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Where:

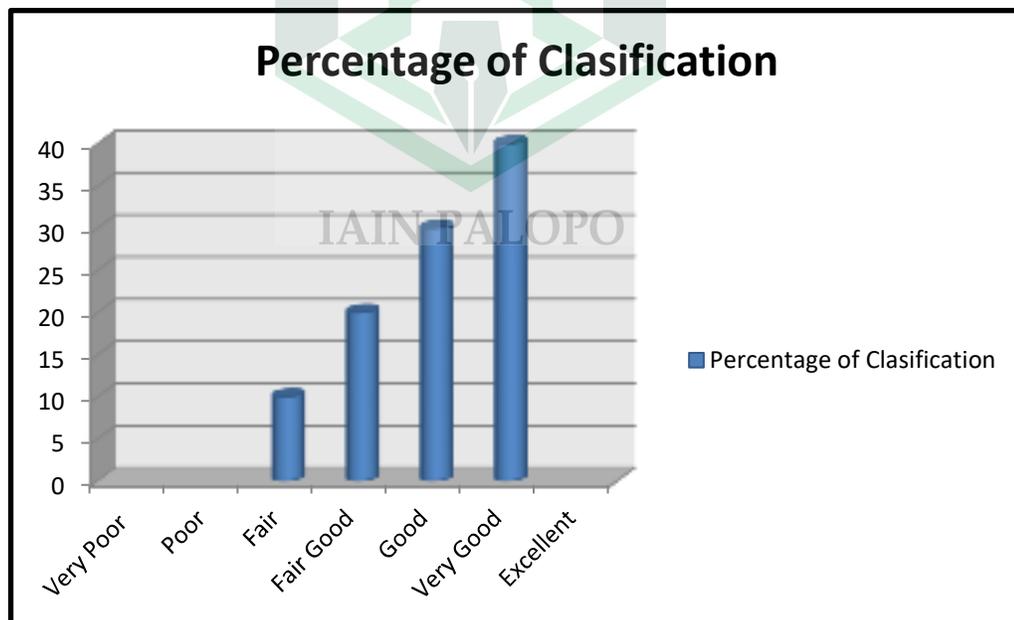
X = Mean Score

$\Sigma X$  = 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 Year 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 middle and the final stress 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 stress 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**

Respondents	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>

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**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

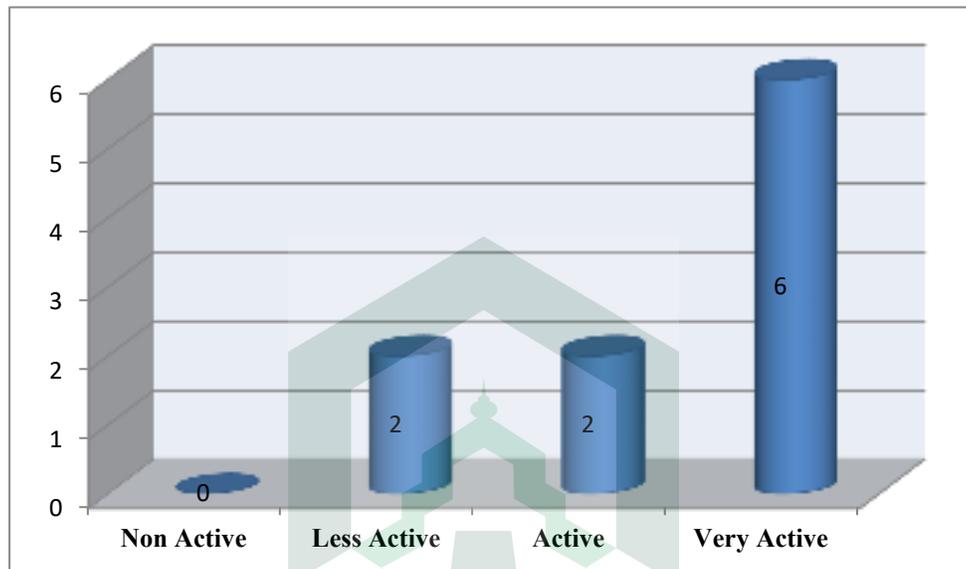
$$P = \frac{F}{N} \times 100 \%$$

**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**

### IAIN PALOPO

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 the stress in the words. It made the situation of the Language laboratory (Lab) was very crowded. The researcher gave more practice to the students. The researcher played the audio, and asked the students to repeat until five times to make each student knew the position of the word stress 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 word-stress. In the first cycle the students were confused how to determine the stress position, 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, middle and the final stress 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 determining the stress position of the 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 stress position, they were still confused and unsure about the words that they heard and the stress 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 the stress, come to in front of the class to write the target sound initial, middle and the final stress position and in identifying the words, and there were only 50% students had ability in pronouncing the words stress in all the position of the stress.

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 their stress position. 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 determining the stress position because the researcher gave score to the highest students who could raise their paper fast and had the correct stress position in the words, the raced each other in

identifying the stress 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 City and harbour, the researcher had to play until over and over to make the students knew the words before identifying the stress position. When the students were surrender, the researcher gave three choices on the white board such as for city the researcher wrote **sead**, **city** and **CD** (Compact Disc) and for harbour, the researcher wrote **neighbour**, **harbour** and **horse**. 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 the words stress position. The situation of the class during learning process in this cycle was very crowed 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 the stress 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 pair to the each student to make them got more practice in pronouncing the words and knew the

position of 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 how to pronounce the words with one syllable and two syllables in the initial word stress. After that, the reseacher gave detail explanation about three syllables or multisyllables in the middle position and the words that are stressed in the last position. The researcher gave some examples to the students about three syllables or multisyllables in the middle position and words that are stressed in the last position. While the researcher gave the material, the researcher also played the words through laptop, and asked the students to use headphone to make the students knew the position of the stress in the words correctly. The researcher asked the students to repeat the words again until they pronounced the correct words and the correct position of the stress in the words. Before the researcher played the audio, firstly, about five until ten minutes, the students prepared the words and matched the words with their pairs to make them were easy to find the words when the researcher played through laptop. After finishing to match the words, the researcher played the audio. When the researcher played the audio, the students knew directly the words. They used headphone 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 the position of the stress in each word. 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, especially

in identifying the position of the stressing. In the this cycle, the researcher asked the students to use headphone to make the students could listen clearly the words, how to pronounce the words and specially the position of the words in the middle and the last position. it was the significance differences among three cycle, where in the first cycle and the second cycle the research was done by using speaker, and the third cycle the researcher tried to use headphone 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 stress through audio-lingual method because, the students could listen directly and clearly the words by native speaker. By giving paper that was consist of some words pair as one media in learning process, it could help the students to listen the native speaker said.

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 middle 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 stressing the initial, middle and final position in each

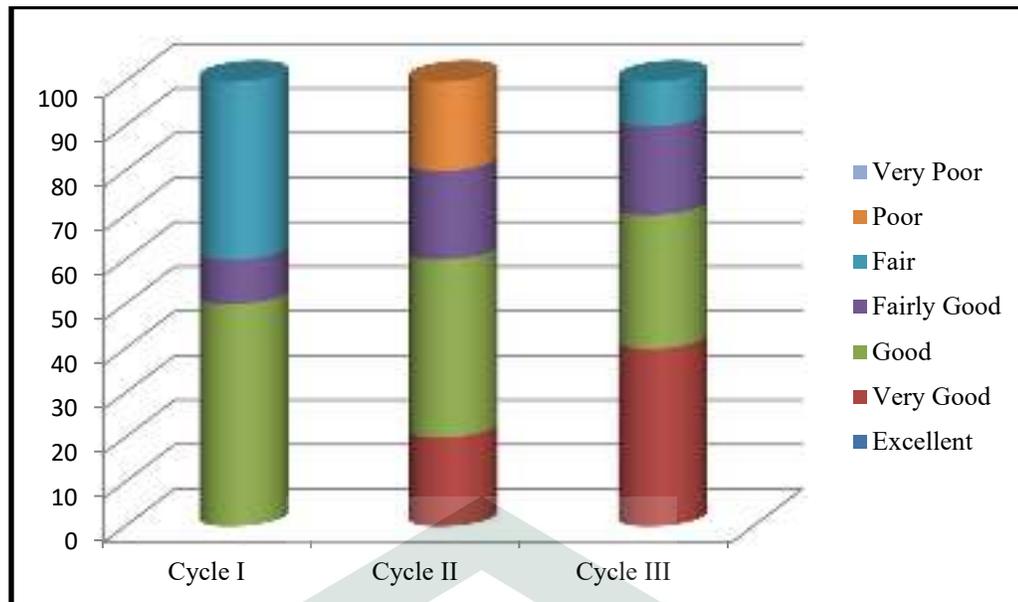
word. It took after the researcher conducted in the first, second and the third cycle. It used to know the level successful of the implementation of audio-lingual method in teaching pronunciation and to know the students' ability in pronouncing stress in the words and the students' score after they learnt pronunciation 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 year 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 noone 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 the stressing and how to pronounce the words and giving the stressing in the words. 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 headphone 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 and the position of the stress in the words, because they used headphone and the words pair that the researcher gave to them as media to help the students knew the words and the position of the stress directly. It could be seen 80% of them were active in all the activities during the class. They were active in identifying the position of stress 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 headphone in learning pronunciation because it could make them were easy to listen native speaker said about the words and the stress position of the words.

Therefore, the appropriate way in teaching pronunciation especially in pronouncing word stress 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 headphone was the best tool to know the pronunciation

by native speaker directly and helped the students to know the position of the stress in the words. 2) when teaching pronunciation through audio lingual method, it was better if the teacher gave some words pair to each students as media to help the students could know directly what the native speaker said through laptop and helped them also in identifying the stress position in the words. 3) The teacher has to give more practice until over and over to make all of the students can pronounce the words and the stress 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/ using headphone, 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 pronouncing word stress, 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 headphones, so that the students can focus on listening 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 and the position of stress of the 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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