THE EFFECTIVENESS OF ARTICULATORY APPROACH IN IMPROVING FIRST SEMESTER STUDENTS' PRONUNCIATION COMPETENCE OF ENGLISH EDUCATION DEPARTMENT AT UIN ALAUDDIN MAKASSAR

A Thesis

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This research is aimed to determine the effect of articulatory approach in improving students' pronunciation competence. Hence, the principle problems were divided into two points: 1) is the use of articulatory approach effective to improve the first semester students' pronunciation competence in English Education Department at UIN Alauddin Makassar and 2) how is the effectiveness of articulatory approach in improving the first semester students' pronunciation competence in English Education Department at UIN Alauddin Makassar. The study was quasi Experimental using "Nonequivalent Control Group Design. The study involved 79 students, first semester students in 2015 of English Education Department.

The data were analyzed using descriptive statistic (frequency, mean score, and standard deviation) and inferential statistic (independent sample t-test). The research found out and concluded that the students' pronunciation competence improved through applying articulatory approach by the increase of mean score of experimental class that is 48.81 in the pretest and 68.42 in the posttest. The result of the t-test also shown that the articulatory approach is effective in improving students' pronunciation competence because the t-test, 2.296, is higher than t-table, 2.000 (2.296 > 2.000).

CHAPTER I

INTRODUCTION

A. Background

To master in English is not a prone way to achieve. Seeing that English has four skills we need to attain: Listening, Speaking, Reading, and Writing. Apira Pangsapa (2006: 110) argued that listening and speaking skill are considered the most crucial skill of the four basic skills in learning English. Speaking is a skill where people are able to conduct communication with others. According to Bygate in Apira Pangsapa (2006: 111) maintained that speaking is the skill by which we are most frequently judged and through which we may make or lose friend. Those all are the importance of speaking. In addition, by speaking, people can declare their idea or concept to other people. A crucial point in organizing speaking is not apart from what we call pronunciation.

> Pronunciation is an integral part of foreign language learning since it directly affects learners' communicative competence as well as performance. Limited pronunciation skills can decrease learners' self-confidence, restrict social interactions, and negatively affect estimations of a speaker's credibility and abilities (Gilakjani, 2012: 119)

One with good pronunciation can easily be understood by listener when they speak. On the other hand, people who are lack of good pronunciation are potentially to make a large amount of misunderstanding in almost of their communication. Therefore, to be able to communicate with people, especially for those who use English as their native language, we must have good pronunciation.

Teachers should help their students to develop their pronunciation skills by learning correct pronunciation. Without learning correct pronunciation other aspects

of English language like grammar, vocabulary become useless (Jahan, 2011). “Pronunciation refers to the production of sound we use to make meaning. It includes attention to the particular sound of a language (segment), …” (AMEP Research Centre, 2002). In conclusion, discuss about pronunciation is not apart from making sound. Therefore, pronounce the correct sound is urgent to be learnt. Learning sound in English means that we have to learn the vowel and consonant, so pronounce correct vowel and consonant sound helps people to have good pronunciation.

The problem which is still faced by students and fundamentally by the teacher is what the best way to apply in the learning process to improve students’ pronunciation skill. In view of there are so many students in a large number of colleges, especially whose major is English Language Teaching or English Literature who have learned English for almost six years and eight years for those who learned it from their Elementary. For example, a student from Hong Kong was coming to the end of his PhD studies. His first language was Cantonese and his second is English. Although his written English was of a very high standard, feature of his English pronunciation made his speech sometimes difficult to understand. When he was speaking to individuals, he was usually able to make himself understood. Because his research was very highly regarded, he was encouraged to share it through seminar and conference presentation. But, when he presented his research, his audiences felt hard to understand. This example is perhaps an extreme case demonstrating the importance of pronunciation in effective communication, (Martin Hewings, 2004). This example indicates that how solemn the problem will be if students’ lack of pronunciation could not be solved as quick as thought.

Other examples are from many students around the world: some Chinese students tend to have difficulty with English sounds because they are deeply influenced by similar Chinese sounds, Zhang and Yin (2009: 142). In addition, Hassan (2014: 31) found that Sudanese Students of English whose language background is Sudanese Spoke Arabic, had problems with the pronunciation of English vowel that have more than one way of pronunciation in addition to the consonant sound contrasts e.g. /z/ and /ð/, /s/ and /θ/, /b/ and /p/, /ʃ/ and /tʃ/.

Specific example came from the environment of the researcher. She found that some of her seniors and her juniors have some mistake when they spoke English. In addition, they always repeat the mistake they made. For example, th sound [θ] in the word thin, thank, that, three, and many more, they always pronounced it with the sound [t] and the sound [v] they always pronounced it like the sound [f] such as the word voice. Some are the vowel sound; [æ] in the word *that,* [ɒ] in the word hot. Some of them did not know how o pronounce those words.

Furthermore student's bad pronunciation is sometimes caused by unsuitable method or technique that is applied in the classroom. Moreover, it sometimes caused by the teacher itself. For instance, in the learning process, when the teacher explains the material, she or he sometimes pronounces a word inappropriately. It can be bad input for the students because students maybe follow the way the teacher pronounces the word even though it is wrong. This is the arduous part for the teacher to at least discover or invent a new and precise teaching method or technique which is appropriate to improve students' ability in pronunciation.

Considering that pronunciation has a crucial part in communication, so it is exactly good to solve the problems immediately. If we just let these problems happen, it will emerge the same problem such as what the researcher has previously mentioned. Similarly, if we let students practice or use their false pronunciation when communicating with others; it will go on to the new students' period. Moreover, worse problem will occur when this such problem happen either in English Language Teaching student or in English Literature student. Consequently, there are so many graduations of English Education Department who do not have good competence in their field.

Previous paragraph has explained the effect if the lack of pronunciation is not overcome quickly. In the view that if in learning process in the class, there is no applying suitable innovation or recondition, people can make sure that it is very hard to enhance students' skill especially in pronunciation.

This study's concern is to choose articulaory approach because this is an important as well as a complete approach which could heighten students' pronunciation competence. In this case, articulatory approach is deemed as a better approach to apply in the class because it huddles up all the contents needed in enhancing pronunciation skill such as consonant, vowel, manner and place of its articulation. It is doubtlessly regarded that articulatory approach can improve students' pronunciation skill and also overcome the student's problem in pronunciation.

According to the previous explanations, the researcher excited to conduct quasi experimental research entitled "The Effectiveness of Articulatory Approach in

Improving the First Semester Students' Pronunciation Competence of English Education Department at UIN Alauddin Makassar".

B. Problem Statement

Referring to the background above, the aim was to examine the effectiveness of articulatory approach to improve the first semester students' pronunciation competence in English Education Department at UIN Alauddin Makassar. In order to give comprehensible finding of this research, two problem statements were formulated as follow:

1. Was the use of articulatory approach effective to improve the first semester students' pronunciation competence in English Education Department at UIN Alauddin Makassar?
2. How was the effectiveness of articulatory approach in improving the first semester students' pronunciation competence in English Education Department at UIN Alauddin Makassar?

C. Research Objective

Based on two problem statements above, the objective of this experimental research was provided into two research objectives as follow:

1. To find out the effectiveness of articulatory approach to improve the first semester students' pronunciation competence in English Education Department at UIN Alauddin Makassar.

2. To describe the effectiveness of articulatory approach in improving the first semester students' pronunciation competence in English Education Department at UIN Alauddin Makassar

D. Research Significance

The yield of this research was intensely expected to carry out some significances of teaching and learning pronunciation as follow:

1. Theoretical Significance

After conducting this research, it extremely hopes that readers will receive a lot of knowledge related to this research. For instance, they begin to know what articulatory approach actually is and what phonetic alphabet is. In addition they could also enrich their knowledge related to pronunciation.

2. Practical Significant

This research serves three practical significances in teaching and learning pronunciation. First is *significance for the student.* After this research, it is extremely expected that all of the students will be able to pronounce words in English properly based on the appropriated vocal and consonant sound. Furthermore, they will be familiar with the phonetic alphabet. In addition, the students will avoid a large number of mistake in pronounce some similar sounds in English. Second is *significance for the lecturer.* This research is very expected to help the lecturer guiding the students in heightening their pronunciation competence especially in producing vowel and consonant precisely. In addition, in teaching pronunciation, lecturers can use this approach as a basic reference to teach pronunciation before

they discuss about advance material. The last is *significance for the institution*. Hopefully, through this research, some problems in certain institutions especially for those who have a serious problem in differentiating similar sound of English can be solve. As a result, the institution will produce best pronunciation competence graduated.

E. Research Scope

The research scope here focused on improving students' pronunciation competence at the First Semester Students of English Education Department at UIN Alauddin Makassar through teaching articulatory approach.

F. Operational Definition of Term

For better understanding of the research, the following terms are defined as used in the study.

1. Articulatory Approach

The researcher conducts this research by using articulatory approach to improve students' pronunciation competence. In this research, articulatory approach is one sort of approach which uses table and picture that contain phonetic symbol, vocal tract (a subject discussing about how the sound is created) the route of the sound before coming out of mouth, place and manner of articulation, tongue position in produce vowel sound, and the apparatus that make the sound different to enhance students' pronunciation competence related to produce proper sounds.

2. Effectiveness

Effectiveness based on UNESCO is an output of specific review that measure the achievement of a specific educational goal or the degree to which a higher education institution can be expected to achieve specific requirements. In this research, the effectiveness is when the students are able to pronounce word correctly with appropriate sounds of consonant and vowel.

3. Pronunciation competence

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition (AMEP RESEACH CENTRE, 2002). In this research, the pronunciation competence focuses on the segment which discusses about the vowel and consonant of sound. The meaning is the ability to pronounce word based on the accuracy vocal and consonant sound.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into four main sections, namely review of related research finding, pertinent idea, theoretical framework, and hypothesis.

A. *Review of Related Research Finding*

Error in pronunciation is always found either in the formal or non formal situation when people communicate with other. Unluckily, it also happens in almost ELT students especially in ASIA. Wu (2009) found that a number of students in Department Applied Foreign Language in Taiwan made common vowel and consonant errors when they were in the process of learning English pronunciation. Zhang (2009) explained that some Chinese students tend to have difficulty with English sound because they are deeply influenced by similar Chinese sounds. These sounds include both vowel and consonant. Hassan (2014) recorded some Sudanese student of English have problems in pronunciation such as in consonant and especially in the place of articulation.

Wu (2009) conducted a preliminary study related to the vowel and consonant errors in learning English pronunciation toward freshmen students in the Department of Applied Foreign Language, Nanya Institute of Technology in Taiwan. The result showed that there are so many mistakes, related to the vowel and consonant sound, made by students when they pronounced a number of words and sentences. Students' errors emerged in almost of the sound. These problems

happened because the students were not able to distinguish some sounds such as (ð) and (Θ), (I) and (i), (ɔ) and (o), and many more.

Zhang (2009) arranged a study about pronunciation problem of English learner in China. The result of his research showed that the second language learners in China tend to have difficulty with English because they are deeply influenced by similar Chinese sounds. Therefore, they sometimes try to substitute those sounds with similar ones in their mother language. These sounds include both vowels and consonants. For example, there are no vowels like /æ/, /au/, and /ɛə/, etc or no such consonants as /ð/, /Θ/. Therefore learners have trouble first of all in perceiving these sounds, and consequently try to find nearest equivalents to substitute those new sounds. A typical example will be the substitution of /s/ or /z/ for the English /ð/, /ai/ or /e/ for the English /æ/ as in the word 'that'.

Hassan (2014) conducted a research entitled Pronunciation Problem: A Case Study of English Language Students at Sudan University of Science Technology in English Language Department at Al-Farabi Privat College. The findings of the study revealed that the sample, Sudanese Students of English, whose language background is Sudanese Spoken Arabic, had problems with the pronunciation of English vowels that have more than one way of pronunciation in addition to the consonant sound contrasts e.g. /z/ and /ð/, /s/ and /θ/, /b/ and /p/, /ʃ/ and /tʃ/.

Based on those studies, articulatory phonetic is proved to be the most needed part in pronunciation. Mastery in articulatory phonetic also the significant factor supporting the fluency in pronounce word. On the previous research, we can observe that some problem is caused by similar sound in students' mother tongue and also by

lack of knowledge or information about the way to pronounce sound. Therefore, through this study, the focus will be on articulatory approach in phonetic to get the students master in pronunciation. The research will pay serious attention to the student's mistakes in order to increase students' mastery in pronunciation.

B. *Some Pertinent Ideas*

In this point, further concept about both pronunciation and Articulatory approach as the object of the research will be present.

1. Concept of Pronunciation

In this concept of Pronunciation, the author explains the definition of Pronunciation and its elements separated into some points.

a. Definition of Pronunciation

Before revealing further explanation about pronunciation, it is worthy to explain the meaning of pronunciation. Based on Oxford Advance Learner's Dictionary, pronunciation is the way in which a language or particular word or sound is pronounced. According to Hewings (2004) pronunciation of language is the main component of speech which combined together. The main concept of pronunciation is sound, syllable, and words. Another definition of Pronunciation is taken from (Englishclub.com) It divided pronunciation into two subdivisions: noun and verb. As noun, pronunciation is the way in which we pronounce a word; as verb, pronunciation is to make the sound of word. In addition, Englishclub.com cited a conclusion about pronunciation: pronunciation refers to the way in which we make sound of word. Based on the definition above, the writer concludes that Pronunciation is the way how people make sound to pronounce word.

b. Elements of Pronunciation

Pronunciation consists of a number of different elements. Each of these elements is important and contributes to a speaker's ability to speak clearly and fluently so that they can be understood by many different people in many different situations (La Trobe University)

1) Body Language

This element of pronunciation involves various parts of the body: Body - the way you stand or sit when talking, the angle of your shoulders, your stance. Your head / face - where you look when you speak, how often you look at the people you are speaking to in the eye and how long you hold their gaze, whether you move your head up, down or side to side. Your hands/arms - your hand gestures and arm movements.

2) Voice Quality

This relates to how your voice sounds. Your voice might be quiet, loud, high or low pitched, husky, squeaky, etc. How you breathe also affects your voice quality. The speed of your speaking, whether very quick or very slow can have an effect on your voice quality. This last thing is related to the rhythm of you speech. Ladefoged (2005: 135) reveal that language distinguishes sets of vowel by using different voice quality. Among other possibilities there are breathy-voiced vowels in Gujarity, creaky-voiced vowels in Mazatec, and tense-voiced vowels in Mpi. If we add te range of possible voice qualities to the range of vowel height, bacness, rounding, and

nasalization that occur, you can see that the total set of possible vowels is very large.

Similarly, Zsiga (2013: 66) explained that vowel may also be distinguished by voiced quality. In the unmarked case, vowels, which rely on vocal fold vibration to produce vocal fold resonance, are voiced. But in some cases, vowels may have different voice qualities: they may be devoiced (or whispered), or produce with creaky voice (tense vocal folds), or breathy voice (lax vocal folds). Sometimes voice quality differences may depend on surrounding consonant. All of the statements above mean that voice quality also have a big influence in producing different vowel.

3) Rhythm

Pausing and stress, linking and reduction

Rhythm in speech involves many things. It includes where you pause in a sentence and which words you stress, or which parts of words (syllables) that you stress. 'Stress' relates to how loud you say a word, or how much emphasis you put on that word or syllable. Related to rhythm is linking. Fluent speakers 'run' their words together and this sometimes makes it difficult for learners of English to understand native speakers. As a speaker you need to link words and to also reduce or weaken some words or parts of words. (For example when the phrase "night and day" is said by native speakers, they usually do not pronounce 'and' fully but make it sound like 'n'. This is an example of a reduced or weakened word. In the sentence, “Look out the window!” there is linking (look-out) and weakening or reduction (the).

4) Intonation

Ladefoged (2005) explain that in English, people use pitch changes in a different way. In our case it is the meaning of a group of word- a sentence or a phrase – that is changed, rather than the meaning of individual words. A different in word that changes the meaning of a group of words is called a difference in intonation. Everyone can hear and produce the tones required for differences and intonation. There are several basic tones in English. The first is the tone that marks the end of a sentence. In a sentence such as "*I am going away"* the pitch goes down at the end. A second tune is occur on question that can be answer by yes or no, such as *"Are you going home?"* which has arise at the end. The beginning of the sentence is similar to the other sentence we have been considering. In this particular utterance the last word was said with some emphasis, so that this tune can be characterized as a fall-rise. There are some other basic tones in English but the writer serves just two of them. This is the use of different pitch and changes in pitch to convey meaning in a sentence. The same words can be said with different pitch and the listener understands something different. Said without this rise it is a statement. Intonation is used to express a great number of different meanings, including emotions and attitudes.

5) Sounds

Zsiga (2013) reveal that in general, sound is a pattern of pressure variation that moves out in waves from a source. In order to count as sound, the size and the rapidity of the pressure variation must be within the ranges to which the ear is

sensitives: too big, and the pressure change is felt rather than heard; too small, and the changes are not perceived at all.

Moreover Ladefoged (2005) argued that, the sound of languages are constrained, first by what we can do with our tongue, lip, and other vocal organs, and second by our limited ability to hear small differences in sounds. These and other constraints have resulted in all languages involving along similar lines. No language has sounds that are too difficult for native speaker to produce within the stream of speech. Every language has sound that is sufficiently different from one another to be readily distinguishable by native speaker (although, again, some distinctions may seem too subtle for ears that are unfamiliar with them). These two factors, articulatory ease and auditory distinctiveness, are the principle contains on how the sound of languages develop.

There are additional factors that shape the development of languages, notably, from our point of view, how our brain organizes and remembers sound. If a language has only one or two vowel and a couple of consonant it could still have half a dozen syllables, and make an infinite number of words by combining these syllables in different order. But many of the word would be very long and difficult to remember. If words are to be kept short and distinct so that they can be easily distinguished and remembered, then the language must have a sufficient number of vowel and consonants to make more than a handful of syllables.

The individual sounds of English may be different to the sounds in your first language. Or perhaps more importantly, they may be combined with other sounds in different ways or appear in different parts of a word. The vowels and consonants of

English are important elements of pronunciation. Each of these elements contributes to a person being a competent and clear speaker of English and no single element alone is the key to good pronunciation. However, achieving competence in all of these elements is important and should be each learner's goal.

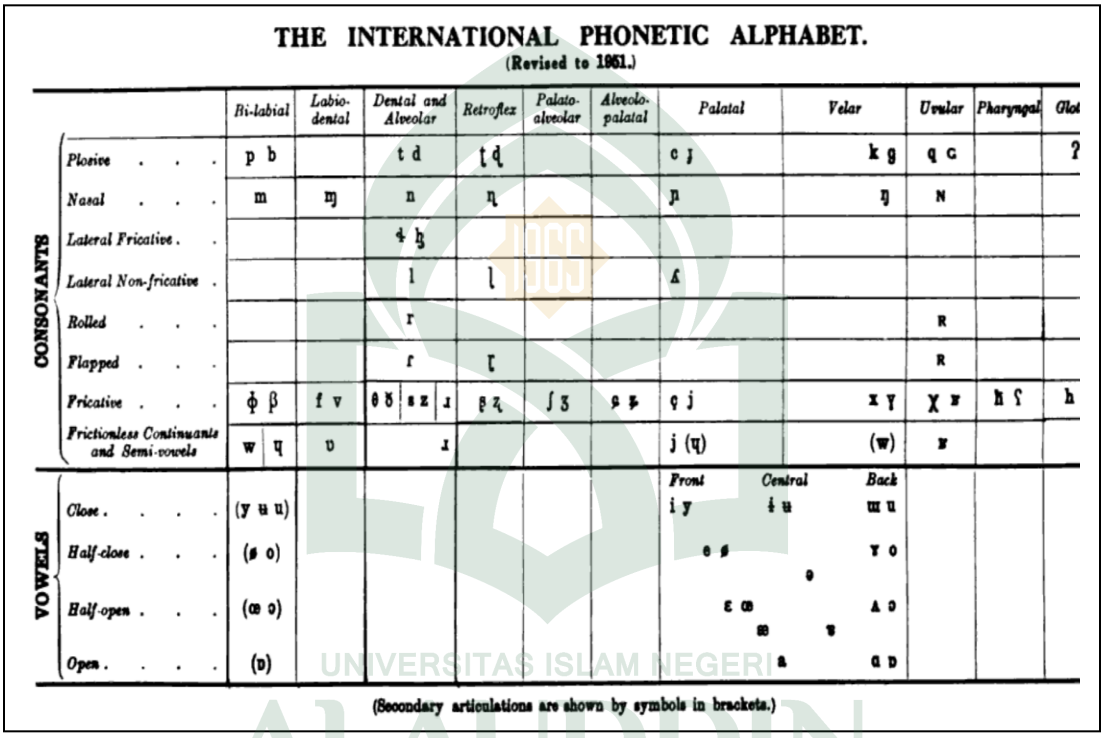
2. Concept of Articulatory Approach

a. Definition of Articulatory Approach

Hussain (2013) explained that articulatory is study of how speech sound are produced by human vocal apparatus. DifferenceBetween.com (2014) cited that articulatory approach or articulation refers to the usage of speech organ such as tongue, jaws, lips, etc in order to produce sound. Articulatory approach is a part of phonetic. In phonetic, there are two main discussions, they are articulatory approach and acoustic approach. Articulatory approach which looks at sound in terms of how they are produced; acoustic approach which look at the physical properties of the sound themselves (Crane, Yeager, and Whitman, 1981).

In addition, Articulation can loosely be defined as making sounds through the movement of speech organs. This means an individual can change the speech sounds that he makes by moving his teeth, lips and tongue. It talks about the manner in which sound is produced with the assistance of speech organs and the air flow. It also pays attention to how are sounded in a very systematic manner. However, overall articulation is very much related to producing sound through speech organs (DifferenceBetween.com, 2014).

In English, if we will learn about sound, we have to learn or know about the phonetic alphabet. The phonetic alphabet is the symbol system for sounds. See Figure 2.1



THE INTERNATIONAL PHONETIC ALPHABET.
(Revised to 1951.)

		Bi-labial	Labio-dental	Dental and Alveolar	Retroflex	Palato-alveolar	Alveolo-palatal	Palatal	Velar	Uvular	Pharyngal	Glot
CONSONANTS	Plosive	p b		t d	ʈ ɖ			c ɟ	k g	q ɢ		ʔ
	Nasal	m	ɱ	n	ɳ			ɲ	ŋ	ɴ		
	Lateral Fricative			ɬ ɮ								
	Lateral Non-fricative			l	ɭ			ʎ				
	Rolled			r						ʀ		
	Flapped			ɾ	ɽ					ʀ		
	Fricative	ɸ β	f v	θ ð | s z | ɹ	ʂ ʐ	ʃ ʒ	ɕ ʑ	ç j	x ɣ	χ ʁ	ħ ʕ	h
	Frictionless Continuants and Semi-vowels	w ɥ	ʋ	ɹ				j (ɥ)	(w)	ʁ		

		Front	Central	Back
VOWELS	Close	(y ʉ u)	i y ɨ ʉ	ɯ u
	Half-close	(ø o)	e ø ɘ	ɤ o
	Half-open	(œ ɔ)	ɛ œ ɜ	ʌ ɔ
	Open	(ɒ)	ɐ	ɑ ɒ

(Secondary articulations are shown by symbols in brackets.)

Figure 2.1 International Phonetic Alphabet

Furthermore, articulatory deals with the categorization and classification of the production feature of speech sound. A thorough knowledge of how vowels and consonant are generate remain essential for successful assessment and remediation of articulatory and phonological disorder. Although contemporary phonological theories have provided new ways of viewing assessment and treatment of this disorder, knowledge of the speech sound production feature secures a firm basis for utilizing such procedure. Without this knowledge, phonological process analysis, for

example is impossible. Based on the definition above, the writer concludes that articulatory approach is an approach which study about how speech sounds are produced.

b. Elements of Articulatory Approach

Articulatory approach consists of four elements: phonation at the larynx, basic articulatory term, the articulation of consonant, and the articulation of vowel (Reetz & Jongman, 2009). Articulatory approach consists of three main elements: place of articulation, manner of articulation, and the articulation of vowel sounds. Before the writer explain about those three elements of Articulatory approach, the writer will explain about the vowel and consonant which are the part of speech sound that is very important in articulation. Vowels are defined as those sounds produced with the oral cavity relatively open to the flow of air. Consonant, on the other hand, are sounds produced with a constriction or occlusion in the oral cavity.

1) Phonation at the Larynx

The larynx (voice box is located at the buttom of the pharynx (throat) on top of the trachea (windpipe) and consists of cartilage, muscle, ligament, and tissue. For some speakers, the larynx is visible, moving up and down during swallowing and speaking. These are known as the vocal folds (or vocal cords) and airflow generated by the lung must pass through them. The vocal fold can be either apart, close together, or tightly closed. When they are apart (as a normal breathing), air travels through without much obstruction. When they are tightly closed, no air pass through, which prevents, for example, food from entering the trachea. When they are close together, the airstream from f the lungs will make them vibrate. This vibration

is knowing as voicing or phonation. It is important to note that voiced sound such as vowels and many consonants are produced with vocal folds vibration while voiceless sound are produced without vocal fold vibration. The sound at the beginning of a word *zip* (zzzzzz) is a voiced consonant. The beginning of a word sip (sssssss) is voiceless consonant. One way to test these differences is to place your hand over your ears and then produce the sound. For the voiced sound (zzzzzz) there should be a humming in your head which is not there when the voiceless sound (ssssss) is produced.

2) Basic of Articulatory Terms

Figure 2.2 shows a side view of the part of the speech production apparatus from the larynx up. The air passages above the larynx are collective known as the vocal tractand the organs above the larynx are sometimes collectively referred to as supralaryngeal organs. These air passages include the pharynx (throat), the oral tract (mouth), and nasal tract (nose).

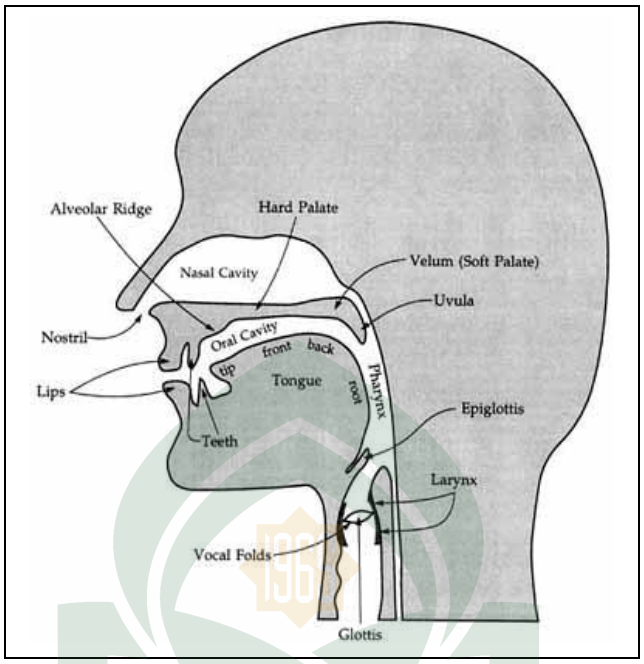


Figure 2.2 The Vocal Tract

The parts of the vocal tract that can be used to form sounds are called articulator. The basic principle in describing and producing sound is that an articulator comes near or touches another articulator. Often, the articulators that form the lower surface of the oral tract move toward those that form the upper part. We will now describe the principle articulators or supralaryngeal organs, moving from the front to the back of the vocal tract. That is from lips to larynx:

a) Lips. Both the upper and lower lip can be used to produce speech sounds. Sounds involving the lips are known as labial sound.

b) Teeth. Sounds involving the teeth are known as dental sounds.

c) Alveolar ridge or gum ridge. This is a slight protrusion directly behind the upper front teeth. Its prominence varies among individual. Sounds produced here are known as alveolar sound.

d) Palate. This is the hard and bony part that forms the front part of the roof of the mouth. It is sometimes referred to as the hard palate. Sounds produced here are known as palatal sounds.

e) Velum. This is the soft muscular rear part of the roof of the mouth, also known as the soft palate. Sounds produced here are known as velar sounds.

f) Uvula. This is a small wedge-shaped object hanging down from the end of the velum. It can be seen when looking in the mirror with the mouth wide open and keeping the tongue low and flat or holding it down with the tongue depressor, as when saying "aaa" at the doctor's office. Sound produce here are known as uvular sounds.

g) Pharynx. This is the cavity between the uvula and the larynx, in everyday language referred to as the throat. The back wall of the pharynx can be considered an articulator on the upper surface of the vocal tract. Sounds produced here are known as pharyngeal sounds.

h) Larynx. Usually this is the source of all voiced sound. But the vocal fold in the larynx can also be the narrowest constriction in the production of speech sound and hence the larynx can also serve as an articulator. Sounds produced in this way are called glottal sound.

The articulators forming the lower surface of the vocal tract include:

a) Lower lip, which can actively proximate or touch the upper lip or the upper teeth resulting in bilabial or labiodentals sounds, respectively.

b) Lower teeth, which take part in the production of certain dental sound.

c) Most important, however, is the tongue. It can be divided into the following six region:

(1) Tongue tip. This is the front most part of the tongue. Sounds produced here are known as apical.

(2) Tongue blade. This is short section following the tip. It below the alveolar ridge when the vocal tract is in its neutral or rest position. Sounds produced here are known laminal.

(3) Front of the tongue body. It is the front of the tongue body so it is actually more the middle portion of the tongue. It is that part of the tongue that is below the palate when the tongue is in its rest position.

(4) Center of the tongue body. This middle part of the tongue body is roughly beneath the palate and the velum at rest position.

(5) Back of the tongue body. This rear portion of the tongue body is the part beneath the velum. It is also known as tongue dorsum.

(6) Tongue root. This is the part of the tongue opposite the back wall of the pharynx. Sounds produced here are radical sounds.

The articulators that move are called active articulators (lip, tongue tip, tongue blade, front, middle, and back of the tongue body, tongue root, epiglottis, velum, and larynx) and those that are stationary are called passive articulators (lip, teeth, alveolar ridge, palate, velum, uvula, and pharynx wall).

3) The Articulation of Consonant

A very basic distinction between two major classes of speech sounds is that between vowel and consonant. Sounds are classified as consonant or vowel mainly

on the basis of how they are articulated or produced. For the articulation of vowel, the oral cavity is relatively open on the other word, the air flow is quite unobstructed. On the other hand, for consonant, airstream is affected in a number of ways; blocked (resulting in an (oral) stop consonant), impeded (resulting in either a fricative with a major constriction or an approximant with a minor constriction), and diverted through the nasal cavity, resulting in a nasal consonant. Below is the symbol of consonant sound based on the voiced, voicing, place and manner of articulation. See Figure 2.3

	MANNER	VOICING	PLACE						
			Bilabial	Labiodental	Interdental	Alveolar	Palatal	Velar	Glottal
Obstruent	Stop	Voiceless	p			t		k	ʔ
		Voiced	b			d		g	
	Fricative	Voiceless		f	θ	s	ʃ		h
		Voiced		v	ð	z	ʒ		
	Affricate	Voiceless					tʃ		
		Voiced					ʤ		
Sonorant	Nasal	Voiced	m			n		ŋ	
	Liquid: Lateral	Voiced				l			
	Liquid: Rhotic	Voiced					r (ɹ)		
	Glide	Voiced	w				j	(w)	

Figure 2.3 phonetic alphabet of Consonant.

a) Place of Articulation

In order to form Consonant, airstream through the vocal tract must be obstructed in some ways. Consonant can therefore be classified according to place and manner of this obstruction. Some of the possible place of articulation is indicated by the arrows going from one of the lower articulators to one of the upper of articulators (see figure 2.4)

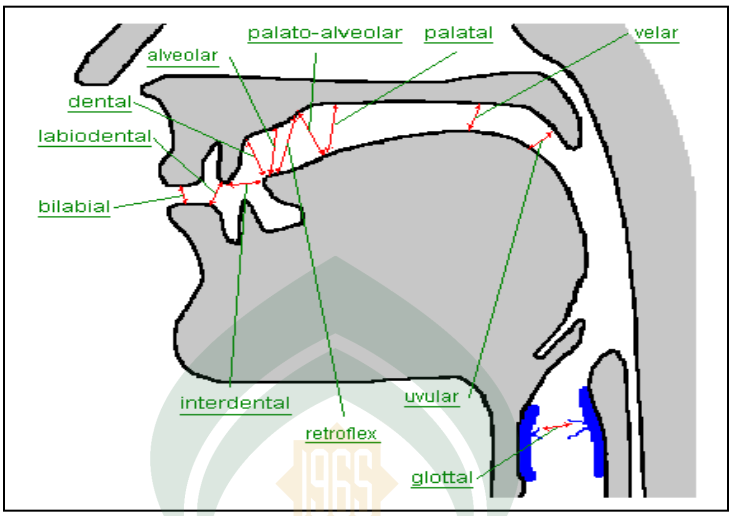


Figure 2.4 place of articulation

(1) Bilabial

If the lower and upper lips come together, the sound is bilabial. The sound [p], [b], and [m] are bilabial. Say word such as "pie, buy, my"

(2) Labiodental

Lower lip can make contact with upper front teeth, the sound is labiodental. [f] and [v] are labiodental. Most people when saying word such as "fie, vie" raise the lower lip until it nearly touches the upper front teeth.

(3) Dental

Tongue tip or blade and upper front teeth make dental sound. [θ] and [ð] are dental. Say the word "thigh, thy". Some people have the tip of the tongue protruding below the upper front teeth; others have it close behind the upper front teeth. Both these kind of sound are normal in English and both may be called dental.

(4) Alveolar

Tongue tip or lade and the alveolar ridge make alveolar sound. [t] and [d] are alveolar. Again there are two possibilities in English, and you should find out which you use. You may pronounce word such as ”tie, die, nigh, sigh, zeal, lie” using the tip of the tongue. Feel how you normally make the alveolar consonants in each of these words, and then try to make them in the other way. A good way to appreciate the difference between dental and alveolar sounds is to say “ten” and “tenth” which *n* is farther back? (Most people make the one in the first of each of these pairs of words on the alveolar ridge and second as a dental sound with the tongue touching the upper front teeth).

(5) Retroflex

Tip of the tongue and the back of alveolar ridge make retroflex. Many speakers of English do not use this sound at all. But for some, retroflex sounds occur initially in word such as “rye, row, ray”. The position of the tip of your tongue in this word. The speakers who pronounce *r* at the end of word may also have retroflex sound with the tip of the tongue raised in “ire, air”.

(6) Palate-Alveolar

Tongue blade and the back of the alveolar ridge make palate-alveolar. Say the word “shy, she, show”. During the consonant, the tip of your tongue may be down behind the lower front teeth, or it may be up near the alveolar ridge, but the blade of the tongue is always close to the back part of alveolar ridge. Try saying “shipshape” with your tongue tip up on one occasion and down on another. Note that the blade of the tongue will always be raised. You may be

able to feel the place of articulation more distinctly if you hold the position while taking in a breath through the mouth. The incoming air cools the blade of the tongue and the back part of the alveolar ridge.

(7) Palatal

Front of tongue and hard palate make palatal. Say the word "you" very slowly so that you can isolate the consonant at the beginning. If you say these consonant by itself you should be able to feel that the front of the tongue is raised toward the hard palate. Try to hold the consonant position and breathe inward through the mouth. You will probably be able to feel the rush of the cold air between the front of the tongue and the hard palate.

(8) Velar

Back of the tongue and soft palate make velar. The consonant that have the farthest back place of articulation in English are those that occur at the end of " hack, hag, hang." In all these sounds the back of the tongue is raised so that it touches the velum.

b) Manner of Articulation

The manner of articulation refers to the type of constriction the organ and place of articulation produce for the realization of a particular consonant. There are various manners of articulation, ranging from complete closure for the production of stop-plosives to a very limited constriction of the vocal tract for the production of glides. The following manners of articulation are used to account phonetically for the consonants of General American English.

(1) Stop-Plosives

During the production of stop-plosives, complete occlusion is secured at specific points in the vocal tract. Simultaneously, the velum is raised so that no air can escape through the nose. The expiratory air pressure builds up naturally behind this closure (stop); compression results, which is then suddenly released (plosive). Examples of stop-plosives are [p] and [b].

(2) Fricatives

Fricatives result when organ and place of articulation approximate each other so closely that the escaping expiratory airstream causes an audible friction. As with the stops, the velum is raised for all fricative sounds. Two examples of fricatives are [f] and [v]. Some fricatives, referred to as sibilants, have a sharper sound than others due to the presence of high-frequency components. In General American English [s], [z], [ʃ], and [ʒ] belong to the sibilants.

(3) Nasals

These consonants are produced with the velum lowered so that the air can pass freely through the nasal cavity. However, there is complete occlusion within the oral cavity between organ and place of articulation. These sounds have been called nasal stops due to the closure in the oral cavity and the ensuing free air passage through the nasal cavity (Ball and Rahilly, 1999). [m], [n], and [ŋ] are the nasal speech sounds of General American English.

(4) Affricates

For affricate sounds, two phases can be noted. First, the velum is raised as a complete closure is formed between organ and place of articulation. As a consequence of these articulatory conditions, expiratory air pressure builds

up behind the blockage formed by the organ and place of articulation, the stop phase. Second the stop is then slowly (in comparison to the plosives) released orally, resulting in the friction portion of the speech sound. Affricates should not be viewed as a stop plus fricative combination similar to consonant blends or clusters, such as [ks], in which the stop portion is formed by a different organ and at a different place of articulation than the fricative portion. Rather, affricates are single uniform speech sounds characterized by a slow release of a stopping phase into a homorganic (hom = same) friction element. The two most prominent affricates of General American English are [tʃ] and [dʒ].

(5) Glides

For the realization of glides, the constriction between organ and place of articulation is not as narrow as for fricatives. In addition to this relatively wide articulatory posture, glides are also characterized by a gliding movement of the articulators from a relatively constricted into a more open position. The sounds [w] and [j] are considered glides. According to the classification of the International Phonetic Alphabet (IPA), [w] and [j] are considered approximants. Approximants are consonants in which there is a much wider passage of air resulting in a smooth (as opposed to turbulent) airfl ow for these voiced sounds (Ball and Rahilly, 1999).

4) The Ariculation of Vowel

While the consonant sounds are mostly articulated via closure or obstruction in the vocal tract, vowel sounds are produce with a relatively free flow of air (Yule, 2010). They are typically voiced. To describe vowel sound, we consider the way in

which the tongue influences the shape through which the airflow must pass. The symbols used in sounding the vowel are present in the figure 2. 5

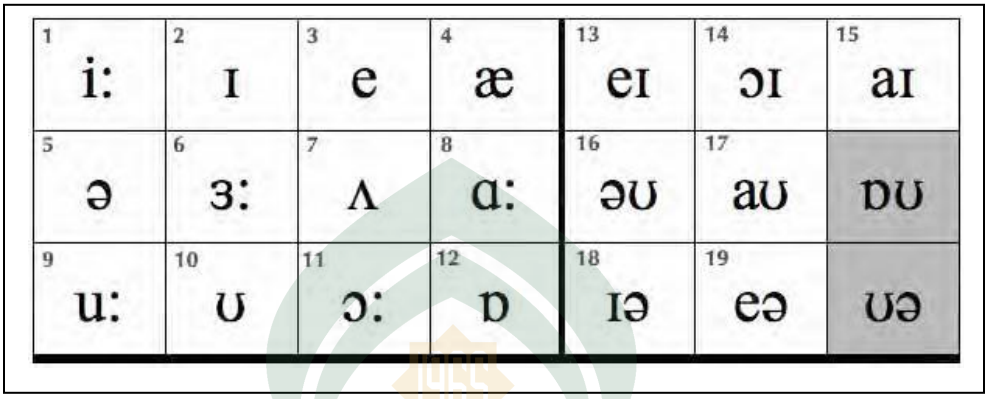


Figure 2.5 phonetic alphabet of vowel sound

Vowels are commonly described according to certain parameters (Abercrombie, 1967; Crystal, 1987; Heffner, 1975; Kantner and West, 1960; Kent, 1998; Shriberg and Kent, 2003):

a) The portion of the tongue that is involved in the articulation. Example: front versus back vowels.

b) The tongue's position relative to the palate. Example: high versus low vowels.

c) The degree of lip rounding or unrounding.

The four-sided form called a vowel quadrilateral is often used to demonstrate schematically the front–back and high–low positions. The form roughly represents the tongue position in the oral cavity (see figure 2.6)

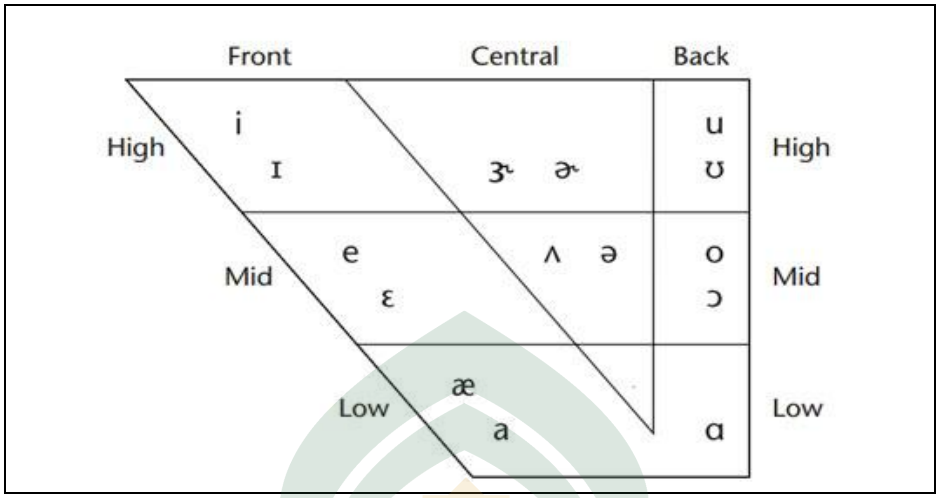


Figure 2.6 Articulation of vowel

(a) Example of front, central , and back vowel

Front Vowel	Central Vowel	Back Vowel
[i] bead, beef, key, me	[ə] above, often, support	[u] boo, move, two, you
[I] bid, myth, women	[Λ] butt, blood, tough, dove	[ʊ] book, could, put
[ɛ] bed, dead, said		[ɔ] born, cough, fall, raw
[æ] bad, laugh, wrap		[ɑ] bob, cot, swan

Table 1.1 example of vowel based on the tongue position

The terms tense/lax and open/close are also used to describe vowels. Tense and lax refer to the degree of muscular activity involved in the articulation and to the length of the vowels in question (Shriberg and Kent, 2003). Therefore, tense vowels are considered to have relatively more muscle activity and are longer in duration than lax vowels. The vowel [i] is considered to be a tense vowel, whereas [I] is lax. When contrasting tense versus lax, one has to keep in mind that these oppositions refer to pairs of vowels that are productionally similar, to vowel cognates. For example, [i] and [I] are considered to be "ee" type vowels, and [u] and [ʊ] are "oo" type vowels.

Again, only vowel cognates are usually characterized with these terms. Using the previous examples, [i] is more close and [I] more open, [u] close and [ʊ] open. There are two types of vowels: monophthongs and diphthongs. Monophthongs remain qualitatively the same throughout their entire production. They are pure vowels. In addition to the single power sound, we regularly create sound that consists of combination of two vowel sounds, known as diphthongs (Yule, 2010). When we produce diphthongs, our vocal organs move from one vocalic position [a] to another [I] as we produce the sound [aI], as in *Hi* or *Bye.* The movement in this diphthong is from low towards high front. Alternatively, we can use movement from low towards high back, combining [a] and [ʊ] to produce the sound [aʊ], which is diphthong repeated in the traditional speech training exercises [haʊ, naʊ, braʊn, kaʊ]. In some description, the movement is interpreted as involving the glide such as [j] or [w], so that the diphthong we are representing as [aI] and [aʊ] may sometimes e seen as [aj] or [aw].

While the vowels [e], [a], and [o] are used as single sounds in other languages, and in some others varieties of English, they are only typically used as the first sound of diphthong in American English. The accompanying diagram provides a rough idea of how diphthong is produced and is followed by a list of the sounds, with example to illustrate some of the variation in the spelling of these sounds.

Example of Diphthong.

1. [aI] buy, eye, I, my, pie, sigh
2. [aʊ] bough, doubt, cow
3. [eI] bait, eight, great, late, say
4. [oʊ] boat, home, throw, toe
5. [ɔI] boy, noise

Below is the description for the most common vowel of general American English.

(a) Front Vowels

1. [i] a high-front vowel, unrounded, close and tense.
2. [I] a high-front vowel, unrounded, open and lax.
3. [e] a mid-front vowel, unrounded, close and tense. In General American English, this vowel is typically produced as a diphthong, especially in stressed syllables or when articulated slowly.
4. [ɛ] a mid-front vowel, unrounded, open and lax.
5. [æ] a low-front vowel, unrounded, open and lax.
6. [a] a low-front vowel, unrounded, close and tense.

In General American English, the use of this vowel depends on the particular regional dialect of the speaker. In the New England dialect of the Northeast, one might often hear it. All front vowels show various degrees of unrounding (lip spreading), with the highfront vowels showing the most. The lip spreading becomes less as one moves from the high-front vowels to the mid-front vowels, finally becoming practically nonexistent in the low-front vowels.

(b) Back Vowels

1. [u] a high-back vowel, rounded, close and tense.
2. [ʊ] a high-back vowel, rounded, open and lax.
3. [o] a mid-back vowel, rounded, close and tense. This vowel is typically produced as a diphthong, especially in stressed syllables or when articulated slowly.
4. [ɔ] a low mid-back vowel, rounded, open and lax (Heffner, 1975). The use of this vowel depends on regional pronunciation.
5. [ɑ] a low-back vowel, unrounded, open and lax. There seems to be some confusion in transcribing
6. [ɔ] and [ɑ], although acoustic differences certainly exist. One distinguishing feature: the [ɔ] shows some degree of lip rounding, whereas [ɑ] does not.

Back vowels display different degrees of lip rounding in General American English. The high-back vowels [u] and [ʊ] often show a fairly high degree of lip rounding, whereas the low-back vowel [ɑ] is commonly articulated as an unrounded vowel.

(c) Central Vowel

1. [Λ] a lax, unrounded central vowel. It is a stressed vowel.
2. [ə] a lax, unrounded central vowel. It is an unstressed vowel

C. *Theoretical Framework*

The theoretical framework of this research that have been done serve in the following diagram:

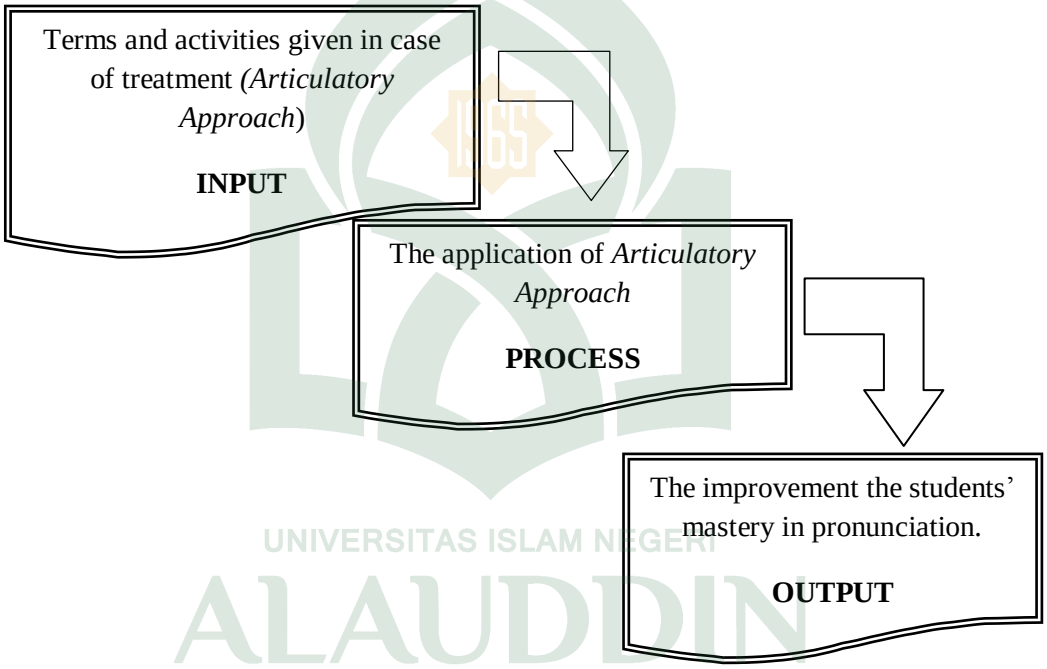


Figure 2.7 Variable affecting score achieved

1. Input refers to material that will be applied
2. Process refers to the teaching pronunciation using Articulatory Approach.
3. Output, as the result of the process, it refers to the students' improvement in pronunciation.

D. *Hypothesis*

In this research, the hypothesis is H0 and H1. The explanation is as follow:

H0: The application of articulatory approach is not effective in improving students' pronunciation competence of English Education Department at UIN Alauddin Makassar

H1: The application of articulatory approach is effective in improving students' pronunciation competence of English Education Department at UIN Alauddin Makassar.

CHAPTER III

RESEARCH METHOD

This chapter explains the research tradition or paradigm used to reveal the focus issues in this research. It contains research design, population, sample, variables, instrumentations, data collection procedures, data analysis techniques and statistics procedures employed in this research.

A. *Research Design*

> The method chosen to be applied in this research is quasi-experiment. Quasi-experimental research designs, like experimental designs, test causal hypotheses. In both experimental and quasi-experimental designs, the programme/policy is viewed as an 'intervention' in which a treatment – comprising the elements of the programme/policy being evaluated – is tested for how well it achieves its objectives, as measured by a pre-specified set of indicators. A quasi-experimental design by definition lacks random assignment, however (White and Sabarwal, 2014).
>
> In addition, Quasi-experimental research is used in situations where it is not feasible or practical to use a true experimental design because the individual subjects are already in intact groups (e.g. organizations, departments, classrooms, schools, institutions). In these situations it is often impossible to randomly assign individual subjects to experimental and control groups (Kalaian, 2008).

Quasi experiment has three primary reasons why it is applied in a research: 1) to meet the practical requirements of funding, school administration, and ethic. 2) To evaluate the effectiveness of an intervention when the intervention has been implemented by educators prior to the evaluation procedure having been considered. 3) When research wants to dedicate greater resources to issue. This research is much like true experimental design. The disparity is just in random assignment, yet the quasi experiment is lack of random assignment of participant. The control and experimental group is chosen by researcher itself or by the administrator.

This research applied Nonequivalent Control Group Design as the design. This design is exactly like pre-test post-test control group design except that there is no random assignment into group (Sugiono, 2014: 79). A group of subject who receive a treatment, experimental group, is compare to control group who does not receive a treatment. Therefore, the researcher would have two groups of people as the sample, one was in the control group and another was in the experimental group. Furthermore, they would be chosen without random.

This design conducted pretest, treatment, and posttest. In this design, the researcher did not compare the yield of pre-test and post-test but compares pre-test of control group with pre-test in experimental group. This was applied also in post-test. There was no comparison between the pre-test and post-test but comparison between the post-test and post- test in the control group and experimental group.

The design is as follow:

Experimental Group:	**A**	**0_1 ---- X ---- 0_2**
Control Group:	**B**	**0_3 ---------- 0_4**

(Creswell, 2014: 242)

Where:

01 = pre-test for experimental group

02 = post-test for experimental group

03 = pre-test for control group

04 = post-test for control group

X = treatment

B. *Research Variable*

This research consists of two variables as follow:

1. Independent Variable

The independent variable in this research is the Articulatory Approach.

2. Dependent Variable

The dependent variable in this research is the first semester students' pronunciation competence.

C. *Research Participant*

1. Population

In this research, the population was taken from the fresh students of English Education Department academic year 2015/2016 which consist of 79 students. The researcher pointed the population because the researcher believed that the fresh students have not learned about articulatory approach yet. Hence it was easy to

measure the effect of articulatory approach to the students' pronunciation competence.

2. Sample

Technique sampling in this research is guided by Arikunto. If the subject of the research is less than 100 people, we should take all of them, if the subject is more than 100 people, we can take 10-15% or 20-25% of the subject so this research applied population research. The sampling technique is also related to the research design that there is no random assignment because the subject has been involved in the intact group and there are only two groups, so the researcher just has to take the group and put them into experimental and control group.

Two classes, PBI 1,2 and 3,4 of English Education Department academic years 2015/2016 of Teaching Science Faculty Alauddin State Islamic University Makassar, were the participants of the research.

D. *Research Instrument*

In this research, the applied instrument was test, pronunciation test in the form of word list where the students were asked to read the word list. This test would be applied in the pretest and in the posttest. Reading the word list chosen as the technique in testing the student because of a large number of considerations: the focus was that students could produce appropriate sounds of vowel and consonant. So there would be some list of vocabularies to be read by students to measure the students' competence. The second was that focus of the research was in pronunciation so if the oral test without reading the paper was conducted, there were

many obstacles that might be happened. For instance students might speak in a bad way and they might loss their idea then speechless when they got nervous. The result of this situation was that it was too hard to measure students' ability. In all likelihood, students were actually able to pronounce a number of words, but they might get wrong because they got nervous. Thus reading vocabulary list was decided to be the technique in serving the instrument. This test was used to measure students' pronunciation competence in producing vowel and consonant sound. This test was given for the experimental and controlled group.

E. *Data Collecting Procedure*

In the procedure of the data collecting, there are three steps as follow:

1. Pre-test

Before conducting the treatment for the student, the researcher would give some pre-tests to measure the initial ability of the students in pronouncing English word.

2. Treatment

After conducting the pre-test, the students would be taught by applying articulatory approach. The treatment took 6 meetings. In the treatment, based on the series of articulatory approach in this research, students: (1) were shown with the concept of pronunciation and articulatory approach, (2) were introduced with the basic of articulatory term, (3) would be supplied by the articulation of consonant, and (4) would be introduced with the articulation of vowel. In addition, the third and the fourth series would take two meetings.

3. Post-test

Post-test was the last step in data collecting procedure. In this step, the students would have some sorts of test after the treatment. The post-test was conducted to find out the students progress in learning pronunciation.

F. *Data Analysis Technique*

The data obtained in this research would be analyzed by using quantitative analysis. The quantitative analysis used was agreed with the answer of the problem statement. To answer the question in the problem statement, t-test formula would be applied. The details of the formula were as follow:

1. Calculating the percentage of the students score:

$$P = \frac{F}{N} \quad X\ 100\%$$

Where: P = Rate percentage

F = Frequency of the correct anwer

N= the total number of students

2. The scale used in classifying students' score was

Scale	Classification
95 -100	Excellent
85 – 94	Very good
75 – 84	Good
65 – 74	Fairly good
55 – 64	Good
45 – 54	Poor
0 - 44	Very poor

Table 3.1 students' score slassification

(Depdikbud in Arifin: 2013)

3. Calculating the mean score by applying the formula

$$\overline{X} = \frac{\sum Xi}{N}$$

Where: $\overline{X}$ = Mean Score

$\sum x_i$ = the sum of each datum

N = the total number of subjects

(Riduwan, 2013: 102)

4. The formula used in calculating the standard deviation was

$$SD = \sqrt{\frac{SS}{N-1}}, \text{ where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where:

SD = standard deviation

SS = the sum of square

N = total number of the subjects

$\sum X^2$ = the sum of all square; each score is squared and all the squares are added up

$(\sum X)^2$ = the square of the sum; all the scores are added up and the sum is square, total.

5. The formula used in finding out the difference post-test score between students in experiment and control group was

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\left(\frac{SS1 + SS2}{n1 + n2 - 2}\right)\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

t = test of significance

$\bar{x}_1$ = mean score of experimental group

$\bar{x}_2$ = mean score of control group

SS_1 = sum square of experimental group

SS_2 = sum square of control group

n_1 = number of students of experimental group

n_2 = number of students of control group

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes both the finding and the discussion of this research.

A. Findings

Findings of the study deals with the presentation rate of the students' score obtained from the test to find the mean score, standard deviation, test of significance, and hypothesis testing.

1. Result of Students' Pretest in Experimental and Controlled Class

Table of the result of Students' Pretest in Experimental Class is shown in the Appendix I. It shows that the lowest score of pretest in Experimental class is fifteen for one student and the highest is eighty for one student also. The lowest scoring student pronounced only three correct words and seventeen incorrect words related to the sound. The highest score students had sixteen correct words and four incorrect words.

For the Controlled class, the data are shown in the Appendix I. It shows that the lowest score in the pretest is twenty for one student and the highest score is eighty for one student also. The lowest scoring student pronounced four correct words and sixteen incorrect words. The highest score student got eighty with sixteen correct words and four incorrect words. Before conducting the research, it was important to determine the mean score for both classes and the t-test to measure students' basic knowledge, to find out whether the result was significant or not and to be able to make sure whether the research could be continued or not. Students'

mean score for both classes and the t-test in the pretest are shown in the following table.

Mean Score		t-test	t-table
Experimental Class	48.81	0.126	2.000
Controlled Class	48.42		

Table 4.1 students' result of Mean Score, T-test, and T-table

The table shows that the mean score of the students in the Experimental class is quite higher than in the Controlled class in which the gap between them is only 0.39. The result of the mean score describes that the difference of the students' basic knowledge is almost equal. In addition, t-test of the pretest between Experimental and Controlled class is 0.12 and the t-table is 2.000

Making a conclusion about students' score is by comparing the t-test and the t-table. When the result of the t-test is smaller than the t-table, it means that there is no significance among the result of the students' basic knowledge and it is appropriate for the research to be continued. The table above shows that there is no significance between students' score in the pretest because the t-test is smaller than the t-table ($0.126 < 2.000$) so the research can be continued.

2. The Result of Students' Posttest in Experimental and Controlled Class

Table of the result of Students' posttest in Experimental and Controlled Class (See Appendix II) demonstrates the score of posttest in Experimental and Control class. For the Experimental class, the lowest score in the posttest is fourty five for one student and the highest one is ninety for one student also. The lowest scoring student pronounced nine words correctly and eleven words incorrectly. The highest scoring student had eighteen correct and two incorrect words. In addition, for Controlled class, the lowest score is thirty five and the highest is eighty five. The lowest scoring student pronounced seven words correctly and thirteen words incorrectly. On the other words, the highest scoring student pronounced seventeen words correctly and three words incorrectly.

For the total score, the table of students' posttest shows that Experimental class get 2600 and Controlled class get 1995. It indicated that total score in Experimental class is higher than Controlled class. Comparing with the result in pretest, both classes increase in the posttest but the highest enhancement is shown in the Experimental class.

a. Students' Classification Score in Posttest for Experimental and Controlled Class

In the Experimental class, there are 4 students or (10.5%) classified into Poor, nine students or 24% are classified into Fair, 13 students or 34% are classified into Fairly Good, 8 students or 21 % are classified into Good and 4 students or 10.5% are classified into Very Good.

For Controlled class, there are 5 students or 13% classified into Very Poor, 13 students or 34% classified into Poor so does in Fair. 5 students or 13% are

classified into Fairly Good, and for Good and Very Good, there is only 1 student for each grade. The data are shown in the following table:

No.	Scale	Classification	Experimental Class		Controlled Class	
			F	%	F	%
1	95 – 100	Excellent	-	-	-	-
2	85 – 94	Very Good	4	10.5	1	3
3	75 – 84	Good	8	21	1	3
4	65 – 74	Fairly Good	13	34	5	13
5	55 – 64	Fair	9	24	13	34
6	45 -54	Poor	4	10.5	13	34
7	0 – 44	Very Poor	-	-	5	13
TOTAL			38	100	38	100

Table 4.2 students' classification score

In summary, the data shown in the table indicates that students in Experimental class have better enhancement than Controlled class. For both classes, there is nobody classified into excellent but the difference is shown in the other classification of the score; Very Good, Good, Fairly Good, Fair, Poor, and Very Poor. There are 4 students got very good in Experimental class and only one who get it in the Controlled class. For Good classification, there are 8 students in Experimental class classified into Good and only one who get the classification in

Controlled class. In Fairly Good, 13 students in Experimental class and only 5 students in Controlled class who get the grade. There are 9 students in Experimental class and 13 students in Controlled class classified into Fair, 4 students for Experimental class and 13 students for Controlled class classified into Poor, and nobody in Experimental class is classified into Very Poor while in the Controlled class, 5 students are classified into it.

Furthermore, in Experimental class, the classification from Fairly Good to Very Poor is 64% while the Controlled class is 94%. It indicated that students who got high classification are much higher in Experimental class than in Controlled class.

b. Mean Score and Standard Deviation

The following table presents the mean score and standard deviation of the Experimental class and Controlled class.

Table 4.3

The Mean Score and Standard Deviation in the posttest of the Experimental class and Controlled class

Class	Mean Score	Standard Deviation
Experimental	68.4	12.7
Controlled	52.5	12.1

The table indicates that the mean score of Experimental class in the Posttest is 68.4 and the standard deviation is 12.7. While the mean score of the Controlled class is 52.5 and the standard deviation is 12.1.

The standard deviation of students' posttest indicated that the mean score in this research seems likely that it does not have good dispersion value because the standard deviation is 12.7 for Experimental class and 12.1 for controlled class. On the other hand, the good dispersion value of mean score is if the result of standard deviation is under the grade of one (<1). If the standard deviation is more or bigger than one, it shows that the value dispersion of mean score is quite bad.

Even though the standard deviation is not good enough, it can be concluded that the use of articulatory approach is beneficial to improve students' pronunciation competence because the mean score of students' posttest in Experimental group is higher than the mean score of students' posttest in the Controlled class.

c. Test of Significance Testing

The significant score between experimental and controlled class can be calculated by using t-test. The result of the t-test can be seen in table 4.4 as follows:

Table 4.4

The t-test of students' achievement

Variable	t-test	t-table
$X_1 - X_2$	2.296	2.000

Table 4 shows the result of test of significance testing. For the level of significance (p) 0, 05 and the degree of freedom (df) $(N_1 + N_2) - 2 = (38 + 38) – 2 = 74$, it shows that the value of the t-test is higher than t-table. The result of the test clearly shows that there is a significant difference between the students' score in the experimental and controlled class after the treatment, articulatory approach. It indicates that the articulatory approach is quite effective in improving students' mastery in pronunciation. It means that H0 is rejected and H1 is accepted because the t-test is higher than t-table (2.296 > 2.000). Hence, the hypothesis of the research is accepted.

B. Discussion

Articulatory approach is a suitable approach applied in the classroom in teaching pronunciation. This approach introduces basic need in learning pronunciation, segmental feature.

In this study, several things have been deduced. First, for both class, they were inclined to have similar problem; they could not distinguish between short and long vowel such as [ɪ] and [i:], they read all the vowels in short vowel, and they could not distinguish any similar sounds in consonant such as [æ], [ɔ:], and [ɒ]. In the consonant sound, many of the students could not pronounce and distinguish some sounds correctly such as [θ], [ð], and [dʒ]. Second, before applying the articulatory approach in Experimental class, the students' competence was very difference. Most of the students were in the lowest level; fair, poor, and very poor, the least of them were in Fairly Good and Good. Third, after applying the articulatory approach, students in Experimental class showed their improvement.

Most of them are in Fairly Good, Good, and Very good. On the other hand, none of them is in the very poor.

Analysis of the mean score gap in the posttest between the Experimental and controlled ensures that the approach used was effective. The mean score of the Experimental class is 68.4 and 52.5 for Controlled class. It means that the gap of the students' score of the Experimental and Controlled class is 15.9. The explanation of the gap between the two classes indicates that the Experimental class shows high increasing than the Controlled class.

To sum up, based on the the result of this study which shows that the students' scores were much higher after the treatment in Experimental class using articulatory approach, the use of articulatory approach for pronunciation teaching is surely beneficial to improve students' pronunciation competence.

The findings above are in line with some previous research findings. First, Mansourzadeh (2014: 56), he revealed that pictures are those kinds of visual instructional material that can be used more effectively to develop and sustain motivation in producing positive attitude towards English and to teach or reinforce language skill. Compared the condition in Experimental and Controlled class in this study, students in Experimental class were a little bit active, enthusiasm, and interested than students in Controlled class. In addition, Mansourzadeh investigated and compared two techniques of teaching vocabulary to young Iranian ELF learners, picture and audio-visual aids to find out if any of them was more effective than the other. Findings indicated that there were many more inferring and retention of the meaning of unknown word from picture than the audio-visual technique.

Second, Gutierres, (2015: 49), in his research, he explained that the use of picture in learning process can enhance students' interest and motivation. Third, citation from Growing Leaders Tim Elmore explained that according to Mind Tools, 65% of people population is visual learners. In addition, it revealed that there is significant impact on the learners when a visual aid is connected to a verbal explanation. It actually speeds up learning process. According to 3M Corporation, the brain processes visual information 60.000 times faster than text.

In addition, some material provided in articulatory approach is effective in improving students' pronunciation competence. The statement is supported by some previous researches. Safari dkk (2013: 23) conducted research about phonetic transcription as a footnote on students' pronunciation improvement. The result revealed that the phonetic transcription is not only beneficial for students but also beneficial for the teacher.

For the learners, they explained that according to the language learning theory, learners acquire language primarily from the input they receive so phonetic transcription as footnote provide adequate input needed for pronunciation learning. In addition, phonetic transcription helps learners' pronunciation improvement in a better, clearer, and quicker and become well understood when communicating with other speaker of English. They will learn from the beginning, which in turn, avoid any probable bad habit. Providing learners with such helpful aid can reinforce analytically the information they may have receive imperfectly by ear, which in turn can have positive learning outcome. For the teacher, utilizing phonetic transcription of new words from the beginning of the study can be very helpful for the teacher yet

the suggestion of using phonetic transcription of word as footnote provide useful tool for teacher who want to avoid misconception about pronunciation about pronunciation in their students early on and also avoid any probable mistake.

Furthermore, in line with Safari, Atkielski (2005) explained in his paper about a large number of advantages of phonetic transcription, one sort of discussion in articulatory approach, used in the classroom that phonetic transcription can be used prescriptively, to show students how a given word or phrase should be pronounced, it useful for showing the significant differences between the pronunciation of isolated words in a dictionary and in actual pronunciation of those same words when they are grouped together to connected speech, it is an exact representation where one symbol only represent one sound so there is no ambiguity, redundancy, and omission.

On the other hand, some researchers disagree about the finding. Wong in Gilakjani (2011) revealed that some researchers believed that learning pronunciation of English does not mean learning how to pronounce the individual vowel and consonant sounds. In addition, conspicuously Wong explain that the most relevant feature of pronunciation – stress, rhythm, and intonation- play a greater role in English communication than individual sounds themselves. Those two statements clarified that articulatory approach which focuses on vowel and consonant as the discussion is not very important in teaching pronunciation.

The result in the Experimental group shows that the gap between students' result in post test compared with the pretest is only 16.22. In the fact, the grade could be higher actually but there were two weaknesses that appeared during the

research. The first is time. Applying this research need more time because we have to control students' enhancement in every single meeting especially for the material in vowel and consonant. In those materials, they learned about phonetic alphabet which require a large number couple of days to be master in but in this research, there were only two meetings for each subject. The second is related to the students. Some of them did not show their desire and seriousness during the learning process so they could not get great comprehension related to the subject.

In summary, the researcher asserts that articulatory approach is important to apply in teaching pronunciation especially for those who never learn pronunciation and they want to learn it. Master in articulatory approach makes people easy to learn about pronunciation in the further discussion.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions as well as few suggestions of this study. Suggestions are taken based on findings and conclusions obtained in this research.

A. Conclusion

Based on the findings, the there are two conclusions as follow:

1. The use of Articulatory approach in the class is effective to improve students' pronunciation. The total score of students in Experimental class in the posttest is 2600 and 1995 for Controlled class. In addition, the mean score in posttest for Experimental class is 68.4 and 52.5 for Controlled class. The data above shows that students' competence in Experimental class is higher than in Controlled class. The t-test for both classes in posttest is 2.296. Compared to the t-table with 2.000 for α 0.05 with degree of freedom (df) = 74. Since the score of t-test is larger than the score of t-table, null hypothesis (H0) is rejected and alternative hypothesis (H1) is accepted. It means that the articulatory approach which was applied in the Experimental class is effective to improve pronunciation competence.
2. Students' score in the pretest in Experimental class is much lower than in the posttest. Based on the observation in the students' pretest and in the classroom, especially in the second meeting, almost of the students could not differentiate short and long vowel sound. They read all the word in short pattern sound. Moreover, there were other sounds in vowel that was hard for

the students to pronounce such as [*æ*] in the word *sat*,[*əʊ*] in the word *sew*, [*eʊ*]in the word *boat*, and the sound [*ɒ*] in the word *hot* and *cop*. In addition, for the consonant sound, most of them did not realize that the sound of [*f*]and [*v*] are different for example in the word *find* and *vowel.* Some sounds of consonant that are difficult also for the students are [ɵ]/ th sound such as in the word *thin* and *thank*. After given treatment, some students got more comprehension about the sounds. In the last meeting, most of the students showed better improvement. They were able to distinguish the f and v sound, they were also able to pronounce some vowel that they felt hard to pronounce before they got treatment.

B. Suggestions

In relation to the conclusion above, the researcher proposes the following offers:

1. Utilizing articulatory approach could be one of some alternatives of guiding students to get easier in learning pronunciation.
2. Focusing on articulatory approach is recommended not only for English department students but also for people who wants to learn English to help them easy in learning pronunciation and also to get better result in pronunciation competence.
3. Implementing articulatory approach can make students familiar with sounds in English.

4. The English lecturer in university may use this technique in class in order to introduce students the basic material about pronunciation that can lead them to be easier in learning pronunciation for the further material.
5. In applying this approach in the class, the teacher should be more creative in making the material in the class so that the students are interested in learning process in the class.
6. Specially for the teachers, lectures, or any else educators who want to take a research related to this approach to improve pronunciation competence, it will be better to combine it with a suprasegmental sound.

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APPENDICES

APPENDIX I

Result of the Students' Pretest in Experimental and Controlled Group

No	Pretest (X)	Pretest (C)
1	50	45
2	30	25
3	40	30
4	30	40
5	35	30
6	15	35
7	45	40
8	65	35
9	55	35
10	35	50
11	45	45
12	45	40
13	45	50
14	25	80
15	45	45
16	55	45
17	50	30
18	45	20
19	50	50
20	45	50
21	40	50
22	55	70
23	70	60
24	80	45
25	75	45
26	75	45
27	55	50
28	25	50
29	55	55
30	55	55
31	60	60
32	50	65
33	55	60
34	55	50
35	65	65
36	40	65
37	55	65

38	40	65
Σ	**1855**	**1840**
Average	**48.81**	**48.42**

Where: X : Experimentlas Class

C : Controlled Class

Σ : Zum of each datum

Average : Mean score

APPENDIX II

Result of Students' Posttess in Experimental and Controlled Group

No	Posttest (X)	Posttest (C)
1	80	35
2	60	35
3	85	45
4	80	45
5	60	45
6	70	45
7	55	55
8	85	55
9	50	55
10	70	45
11	70	45
12	80	55
13	80	50
14	70	85
15	45	45
16	80	55
17	75	50
18	80	55
19	55	65
20	70	55
21	60	55
22	50	55
23	65	60
24	90	55
25	60	55
26	70	65
27	65	40
28	65	50
29	70	35
30	70	65
31	60	45
32	70	65
33	80	40
34	60	70
35	70	55
36	50	45
37	60	45

38	85	75
Σ	**2600**	**1995**
Average	**68.42**	**52.5**

Where: X : Experimentlas Class

C : Controlled Class

Σ : Zum of each datum

Average : Mean score

APPENDIX III

Instrument of the Research
Pre-test and Post-test

Name of the Student:	**Group:**
Sex:	**Age:**
Phone Number:	**Date:**

Section A

1. beat -- bit
2. chicks -- cheeks
3. sat -- set
4. wet -- wait
5. boat-- bought
6. saw -- sew
7. Luke -- look
8. fool -- full
9. cop -- cup
10. hut -- hot

Section B

1. sinner -- singer
2. port -- sport
3. pleasure--pledger
4. major -- measure
5. seem -- theme
6. they -- lay
7. bad -- bat
8. find --five
9. thine -- thin
10. brush -- blush

APPENDIX IV

Standard Deviation of Pretest in Experimental Class

$$SD = \sqrt{\frac{SS}{N-1}}, \text{ where SS} = \sum X^2 - \frac{(\sum X)^2}{N}$$

SS = $\sum X^2 - \frac{(\sum X)^2}{N}$

$98.125 - \frac{(\sum 1855)^2}{38}$

$98.125 - \frac{(\sum 3.441.025}{38}$

$98.125 - 90.553$

SS = 7.572

$SD = \sqrt{\frac{SS}{N-1}}$

$SD = \sqrt{\frac{7.572}{38-1}}$

$= \sqrt{\frac{7.572}{37}}$

$= \sqrt{\frac{7.572}{37}}$

$= \sqrt{204}$

$SD = 14{,}2$

Standard Deviation of Posttest in Experimental Class

$$SD = \sqrt{\frac{SS}{N-1}}, \text{ where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

SS = $\sum X^2 - \frac{(\sum X)^2}{N}$

$183.851 - \frac{(\sum 2600)^2}{38}$

$183.851 - \frac{(\sum 6.760.000}{38}$

$183.851 - 177.894$

SS = 5.957

$SD = \sqrt{\frac{SS}{N-1}}$

$SD = \sqrt{\frac{5.957}{38-1}}$

$= \sqrt{\frac{5.957}{37}}$

$= \sqrt{161}$

$SD = 12.7$

Standard Deviation of Pretest in Controlled Class

$$SD = \sqrt{\frac{SS}{N-1}}, \text{ where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$95.650 - \frac{(\sum 1855)^2}{38}$$

$$95.650 - \frac{(\sum 3.441.025}{38}$$

$$95.650 - 90.553$$

$$SS = 6.556$$

$$SD = \sqrt{\frac{SS}{N-1}}$$

$$SD = \sqrt{\frac{6.556}{38-1}}$$

$$= \sqrt{\frac{6.556}{37}}$$

$$= \sqrt{177}$$

$$SD = 13{,}3$$

Standard Deviation of Posttest in Controlled Class

$$SD = \sqrt{\frac{SS}{N-1}}, \text{ where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

SS = $\sum X^2 - \frac{(\sum X)^2}{N}$

$110.175 - \frac{(\sum 1995)^2}{38}$

$110.175 - \frac{(\sum 3.980.025}{38}$

$110.175 - 104.737$

SS = 5.438

$SD = \sqrt{\frac{SS}{N-1}}$

$SD = \sqrt{\frac{5.438}{38-1}}$

$= \sqrt{\frac{5.438}{37}}$

$= \sqrt{147}$

$SD = 12{,}1$

APPENDIX V

T-test in the pretest

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\left(\frac{SS1 + SS2}{n1 + n2 - 2}\right)\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

$$t = \frac{48.81 - 48.42}{\sqrt{\left(\frac{7572 + 6556}{38 + 38 - 2}\right)\left(\frac{1}{38} + \frac{1}{38}\right)}}$$

$$t = \frac{0.39}{\sqrt{\left(\frac{14128}{74}\right)\left(\frac{2}{38}\right)}}$$

$$t = \frac{0.39}{\sqrt{(190.918)(0.05)}}$$

$$t = \frac{0.39}{\sqrt{9{,}545}}$$

$$t = \frac{0.39}{3{,}089}$$

$$t = 0.126$$

T-test in the posttest

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\left(\frac{SS1 + SS2}{n1 + n2 - 2}\right)\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

$$t = \frac{68.4 - 52.2}{\sqrt{\left(\frac{5957 + 5438}{38 + 38 - 2}\right)\left(\frac{1}{38} + \frac{1}{38}\right)}}$$

$$t = \frac{6.2}{\sqrt{\left(\frac{11395}{74}\right)\left(\frac{2}{38}\right)}}$$

$$t = \frac{6.2}{\sqrt{(154)(0.05)}}$$

$$t = \frac{6.2}{\sqrt{7.7}}$$

$$t = \frac{6.2}{2.7}$$

$$t = 2{,}297$$

DOCUMENTATION


ETK08/X

CURRICULUM VITAE

Musayyadah Syahrir, an ingénue, was born on December 12, 1994 in Cimpu, a small district in Kabupaten Luwu, South Sulawesi. She is the third child of her parents, Drs. Syahrir and Nirwana, S.Pd. She has two amusing older brothers; M. Firdaus Syahrir and M. Syafi'I Syahrir, and a lovely youngest sister, Nur Indah Syahrir. She spent her childhood studying in MIN 01 Buntu-Batu – Luwu from 2001-2006 and continued to SMPN 1 Bua Ponrang from 2006-2009 and then took her third grade in SMAN 1 Belopa from 2009-201. Finishing her study in SMAN 1 Belopa, she decided to continue her tertiary education in UIN ALAUDDIN Makassar and major in English Education. In university, she met some great people in an English meeting club. It was NGC, New Generation Club, where the writer found many valuable experiences. During her study in university, she has involved in some organisations focused on a large number of social activity.