

IMPROVING STUDENTS' PRONUNCIATION THROUGH AUDIO LINGUAL METHOD USING REPETITION DRILL

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**IMPROVING STUDENTS' PRONUNCIATION THROUGH
AUDIO LINGUAL METHOD USING REPETITION DRILL**

An Article

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Abstract: The purpose of this research is to know how Audio lingual Method with repetition technique improves students' pronunciation on closing diphthong /aɪ/ and closing diphthong /eɪ/ to the tenth grade students of MA. Al-Anwar. The methodology of this research is a classroom action research which consisted 3 cycles. The subjects consisted 24 students. The data were collected using test and field note. The result of students' test were judged by KKM (*Kriteria ketuntasan Minimum*) of MA. Al-Anwar Pontianak that is 70. The result of the first cycle was 70 for closing diphthong /aɪ/ and 57closing diphthong /eɪ/, the second cycle was 77 for closing diphthong /aɪ/ and 67closing diphthong /eɪ/, the third cycle was 80 for 67closing diphthong /eɪ/. The result of the test shows that Audio Lingual Method with repetition drill is able to improve students' pronunciation of closing diphthong /aɪ/ and closing diphthong /eɪ/.

Keywords: *Pronunciation, Audio Lingual, Repetition Drill*

Abstrak: penelitian ini bertujuan untuk mengetahui bagaimana Audio Lingual Method dengan tehnik pengulangan meningkatkan pelafalan siswa pada closing diphthong /aɪ/ and closing diphthong /eɪ/ kelas sepuluh MA Al-Anwar. Metode penelitian yang digunakan adalah penelitian tindakan kelas dengan 3 kali putaran. Sampel penelitian ini adalah 24 siswa. Data di kumpulkan menggunakan test dan field note. Hasil test siswa dibandingkan dengan nilai KKM MA. Al-Anwar yaitu 70. Hasil penelitian pertama 70 dan 57, kedua 77 dan 67, ketiga 80. Hasil test menunjukkan bahwa Audio Lingual Method dengan tehnik pengulangan dapat meningkatkan pelafalan siswa pada closing diphthong /aɪ/ and closing diphthong /eɪ/.

Kata Kunci: *Pengucapan, Audio Lingual, Latihan Pengulangan*

Pronouncing the second language (English) may be more difficult than mother tongue for the learners because they had different pronunciation. In English, it is often the writing was different with its sound. The spelling was not reliable guide to know how a word is pronounced. It was one of the reasons why the learners often felt difficult to pronounce English words correctly. It was different with Indonesian language that the pronunciation of the words can be predictable. It means, most of the writings were the same with the sound. Other reason of the problem above was students used their mother tongue more than English in their daily life even in the school. English was still a foreign language for them not a second language because they did not use it for their daily communication. The use of mother tongue frequently influenced the students' ability in producing different sound of different language. They were less practice of English. Therefore, the students felt difficult to pronounce English words correctly because they were not accustomed to it.

The case mentioned above also happened in the Islamic Senior High School of MA. Al-Anwar Pontianak in the eleventh grade class A social where the

researcher taught. Most of the students in this class had problem in pronunciation particularly vowel diphthong /eɪ/ and /aɪ/. This problem might occur because the students were seldom practiced closing diphthong when they were studying English in the classroom. In Indonesian they might find diphthong such as /baik/, /naik/, /kait/, etc. But the way how to pronounce them is not the same with closing diphthong.

It was a problem which was needed to be solved because the students would often found closing diphthong in English either in speaking or reading aloud. Good speaking and reading should be supported by good pronunciation. Brown (2001 : 259) says that pronunciation is the key to gaining full communicative competence. In this case, the teacher which was as the researcher had to gave more practice and drilling to the students to be able to pronounce the closing diphthong correctly.

The researcher which is also as the English teacher in MA. Al-Anwar chose audio lingual Method using repetition drill to improve the students' pronunciation in diphthong. The Audio lingual method was one of methods that were good for teaching pronunciation because the techniques of this method emphasize on oral practice, one of the techniques was repetition. In this research the researcher chose the repetition drill.

This technique would help to train the movement of the organs of speech such as lips, tongue and jaw to produce sound because repetition drill in this Audio Lingual Method was repeting the same thing that they listen from a tape or model. This drilling is the same with imitation where the students listened to a tape or model than imitate what they listened. Boughton et al cited in Byrne (1983:85) stated "in foreign language teaching, pronunciation is the area where it is generally agreed that imitation is the essence of the learning". According to Harmer (2001:185) the key to successful pronunciation teaching however is not so much getting students to produce correct sounds or intonation, but rather than to have them listen and notice how English is spoken either on audio or video tape or teachers themselves. It means, the teacher need to give more example or show the students the way how to produce the correct sounds rather than ask students produce more sounds. The teacher might be a model to show how the sound produce than stutends imitate.

Drilling was a key feature of Audio lingual method to language teaching which placed emphasis on repeating structural patterns through oral practice. In this method great importance was attached to pronunciation (psychomotor skill). Brown (2000:23) stated that this method also used mimicry drill which was very helpful for students to train them pronounced the words.

This method used reproduction technique such as choral repetition (where the students repeat a word, phrase or sentence all together with the teacher conducting) and individual repetition (where individual student repeats a word, phrase or sentence all together with the teachers' conducting).

This method had some drillings which all the drillings emphasized on oral practice. The oral practice in this method was aimed to improve the pronunciation of the learner. Through its oral practice the learner learned pronunciation directly from their teacher, cassette or video. Based on the explanations mentioend aboveb, the writer chose Audio lingual method with

repetition drill to improve students' pronunciation particularly in closing diphthong /aɪ/ and closing diphthong /eɪ/.

Pronunciation as the production of speech sounds is produced by organs for communication. The people may want to describe what the other people do when they are speaking speaking English. This is one of the aspects of speech that is an activity carried on by people who use English for communicating. Kelly (2000:9) states the study of pronunciation consists of two fields namely *phonetics* and *phonology*. Phonetics refers to the study of speech sounds. Phonetics is a wide-ranging field and it does not necessarily have a direct connection with the study of language itself that deals with the physical reality of speech sounds. On the other hand, phonology is primarily concern with how we interpret and systematize sounds. Phonology deals with the systems and pattern of the sounds which exist within a particular language. Kreidler (2004:22) states that in pronunciation the people will make use of information and concepts from two disciplines, *phonetics* and *phonology*.

It is no doubt that progress in pronunciation helps enormously in developing other basic skill particularly speaking. Kelly (2000: 11) says “a consideration of learners' pronunciation errors of how these can inhabit successful communication is a useful basis on which to assess why it is important to deal with pronunciation in the classroom”. When a learner says, for example /like/ they should pronounce it /laik/. But in fact, many students pronounce it /leik/. The incorrect production of phoneme can lead to misunderstanding. A learner who consistently mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. This can be very frustrating for the learner who may have a good command of grammar and lexis but have difficulty in understanding and being understood by a native speaker.

According to Harmer (2001:185) the key to successful pronunciation teaching however is not so much getting students to produce correct sounds or intonation, but rather than to have them listen and notice how English is spoken either on audio or video tape or teachers themselves. It means, the teacher need to give more example or show the students the way how to produce the correct sounds rather than ask students produce more sounds. The teacher might be a model to show how the sound produce than stutends imitate.

Audio Lingual Method is a method which all the drillings emphasize on oral practice. Its oral practice helps students to improve their pronunciation. One of the technique is repetition drill. Based of the research conducted by the writer here are some classroom activities in Audio Lingual method which had improved students' pronunciation. The following are the classroom activities in applying Audio Lingual Method using repetition drill:

1. Modeling Dialogue by the Teacher.

In this research, the teacher was the center of students. The teacher acted as the model for the students in acting out the dialogue. First, the teacher acted out the dialogue and students paid attention to the teacher, to help students produce correct pronunciation the teacher read the dialogue slowly, loudly and clearly.

Each line of the dialogue was repeated more than one. Then the teacher acted out the dialogue line by line then students repeated after her.

When the students repeated line by line of the dialogue, the teacher more focused on students' pronunciation particularly closing diphthong /aɪ/ and closing diphthong /eɪ/. If the students made mistakes on pronunciation, the teacher corrected it directly and asked students to repeat it again until they pronounce it well.

After giving example in acting out the dialogue, the teacher acted as the model for the students to give example how to pronounce closing diphthong /aɪ/ and closing diphthong /eɪ/ in the dialogue. The teacher pronounced the closing diphthong /aɪ/ first for many times and students listened to her. Next, the teacher pronounced the closing diphthong /aɪ/ again and students repeated after her.

2. Pronunciation Drill through Repetition by the students

The repetition drill was applied since the first cycle. First, the teacher acted out a dialogue line by line. To help students produce correct pronunciation, each line of the dialogue was repeated more than one. After acted out the whole part of the dialogue, the teacher acted out the dialogue again line by line then students repeated after her in chorus first then individually. In this section the students showed good behavior that all of them were active.

After repeating each line of the dialogue for twice (even more) the repetition then focused on the particular words that were closing diphthong /aɪ/ and closing diphthong /eɪ/. The teacher pronounced each closing diphthong /aɪ/ and closing diphthong /eɪ/ in the dialogue then students repeated after her. The repetition did for many time until students could pronounced the closing diphthong /aɪ/ and closing diphthong /eɪ/ accurately.

3. Pronunciation Drill by Pairs

After practicing the dialogue in their desk based on the teachers' model the students acting out the dialogue in front of the class. The teacher asked some students with a partner to act the dialogue out in front of the class to act as models for their friends. When two students were acting out the dialogue in front of the class, other students paid attention to their friends and made some correction of their friend pronunciation particularly in closing diphthong /aɪ/ and closing diphthong /eɪ/.

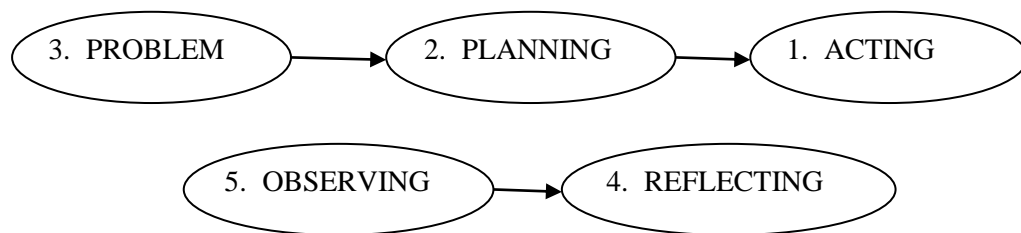
METHOD

This research was conducted in Classroom Action Research in which the researcher pays attention to the teaching and learning process especially in students' pronunciation. Action research is a reflective process that aims to solve a particular teaching-learning problem that has been identified. In order to do action research it is necessary to carry out a rigorous study in which problem has to be clearly specified, an action plan has to be described and carried out and finally an evaluation has to be contemplated in order to show if the decision taken were the adequate ones.

According to Carr and Kemmis (1986:220) cited in Burn (2010:5) "action research is self –reflective inquiry undertaken by participants in order to improve the rationality and justice of their own social or educational practice as well as

their understanding of these practices and the situation in which these practices are carried out. Meanwhile, Cornwell (1996:5) as cited in Burn (2010:5) says “action research is a self reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community. The aim is to identify problematic situations or issues considered by the participants to be of investigation in order to bring about critically informed changes in practice”.

According to Kemmis and Mc Taggart (1998, pp. 11–14) cited in Burn (2010: 7) “action research typically involves four broad phases in a cycle of research. The first cycle may become a continuing or iterative, spiral of cycle which recurs until the action researcher has achieved a satisfactory outcome and feels it is time to stop.



Picture: 1 (

1. Planning: in this stage, the researcher identifies a problem or issue and develops a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where the researcher considers what kind of investigation is possible within the realities and constraints of her teaching situation and what potential improvements her think are possible.
2. Acting: The plan is a carefully considered one which involves some deliberate interventions into the researcher’s teaching situation that s/he put into action over an agreed period of time.
3. Observing: This phase involves the observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where the researcher uses ‘open-eyed’ and ‘open-minded’ tools to collect information about what is happening. In this stage, the researcher is helped by a collaborator to observe.
4. Reflecting: At this point, the researcher reflects on, evaluates and describes the effects of the action in order to make sense of what has happened and to understand the issue s/he has explored more clearly. The researcher may decide to do further cycles of action research to improve the situation even more.

This research was conducted to the eleventh grade students class A social of Islamic Senior High School Al-Anwar in academic year 2011/2012, which consist of 24 students with 12 boys and 12 girls. The KKM (*Kriteria Ketuntasan Minimum*) in this school was 70.

In this research, the data was collected by used both qualitative and quantitative measurement techniques. Qualitative measurement technique refers to measure the teachers’ performance in the classroom activity using observation technique that putting on field note and quantitative measurement technique refers to measure the students’ pronunciation achievement that was taken from

the each cycle test by using oral test. The teacher also used a media that was a recorder to record students' oral test.

From the result of the test, the students' score judged whether they improve their pronunciation or not based on KKM (*Kriteria Ketuntasan Minimal*). The researcher calculated the students score by using formula:

$$M = \frac{\sum X}{N}$$

Note : M = the students' average score
 $\sum X$ = the sum of students' score
N = the number of students

FINDING AND DISCUSSION

Finding

Students' pronunciation had improved by applying repetition drill through strategies such as: 1) Designing Dialogue by the Teacher, 2) Modeling dialogue by the teacher, 3) Pronunciation Drill by the Students through Repetition, 4) Pronunciation Drill by Pairs.

a. Modeling Dialogue by the Teacher

In this research, the teacher was the center of students. The teacher acted as the model for the students in acting out the dialogue. First, the teacher acted out the dialogue and students paid attention to the teacher, to help students produce correct pronunciation the teacher read the dialogue slowly, loudly and clearly. Each line of the dialogue was repeated more than one. Then the teacher acted out the dialogue line by line then students repeated after her.

b. Pronunciation Drill by the Students through Repetition.

In this research, to improve students' pronunciation the writer chose one of oral drills of audio lingual method that was repetition drill. In this drilling, students had opportunity to practice their pronunciation particularly in closing diphthong /ai/ and /ei/ led by the teacher and wrong pronunciation corrected directly by the teacher. The repetition drill was applied since the first cycle. First, the teacher acted out a dialogue line by line. To help students produce correct pronunciation, each line of the dialogue was repeated more than one. After acted out the whole part of the dialogue, the teacher acted out the dialogue again line by line then students repeated after her in chorus first then individually. The teacher explained to the students that they had to open their mouth freely to produce correct pronunciation. The teacher then led students to pronounce closing diphthong /ai/ and closing diphthong /ei/ in the dialogue through repetition drill.

c. Pronunciation Drill by Pairs

After practicing the dialogue in their desk based on the teachers' model the students acting out the dialogue in front of the class. The teacher asked some students with a partner to act the dialogue out in front of the class to act as models for their friends. When two students were acting out the dialogue in front of the

class, other students paid attention to their friends and made some correction of their friend pronunciation particularly in closing diphthong /ai/ and closing diphthong /ei/.

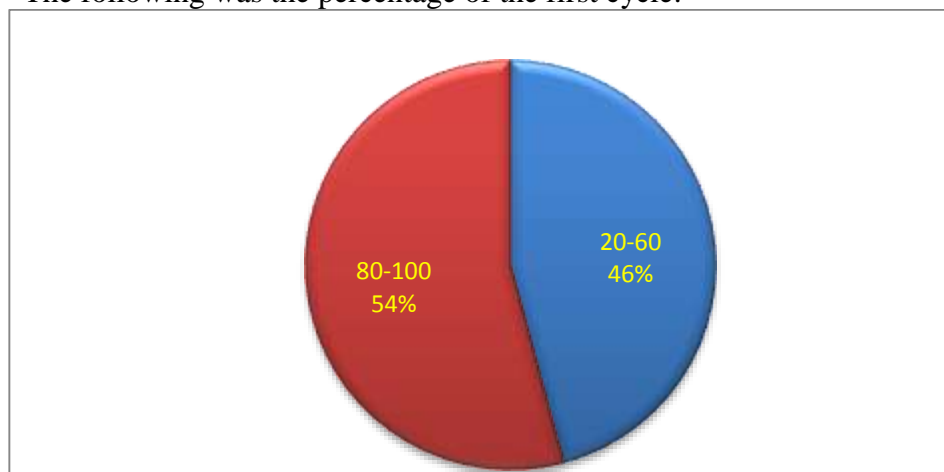
The activity above was aimed first to give chance to the students to practice their pronunciation by acting out the dialogue in front of the class. Therefore, the students did not feel bored because they did not just listen or learn from their teacher but also from their friends. Besides, it was also to build students' confidence.

DISCUSSION

This classroom action research was conducted in three cycles. Each cycle consist of planning, acting, observing and reflecting stage. The acting stage was conducted in one meeting (2x45 minutes) that was performed during the teaching learning process. The writer was helped by a collaborator to observe what was happening in the classroom and take some notes. The data was collected in the form of field note, oral test and a recorder.

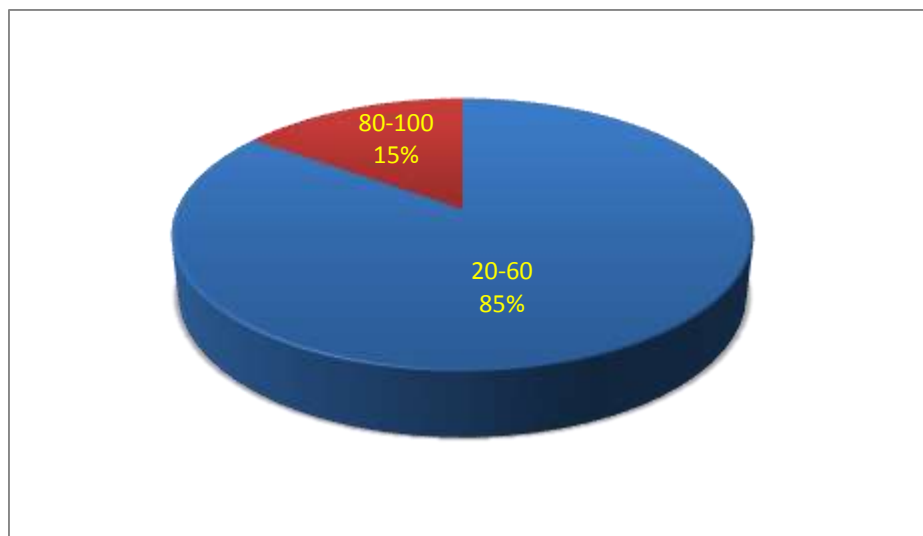
Based on the observation during the teaching and learning process and also the result of students' oral test showed that the problem in this cycle was student difficulty to prounce closing diphthong /ei/. It can be seen from the mean score that was 57.5, but the means score of closing diphthong /ai/ had reached KKM score, it was 70.83 . Therefore, teacher and her collaborator concluded that the first cycle was still unsuccessful because students' mean score of closing diphthong /ei/ was still under KKM and decided to continue the research to the second cycle.

The following was the percentage of the first cycle:



Dhiagram : 1 (The percentage of students' scores of closing diphthong /ai/)

From the chart above we could see that 54% from 24 students the score had reached the KKM score and 46% were still under KKM score. The charts above showed that closing diphthong / ai / was success.

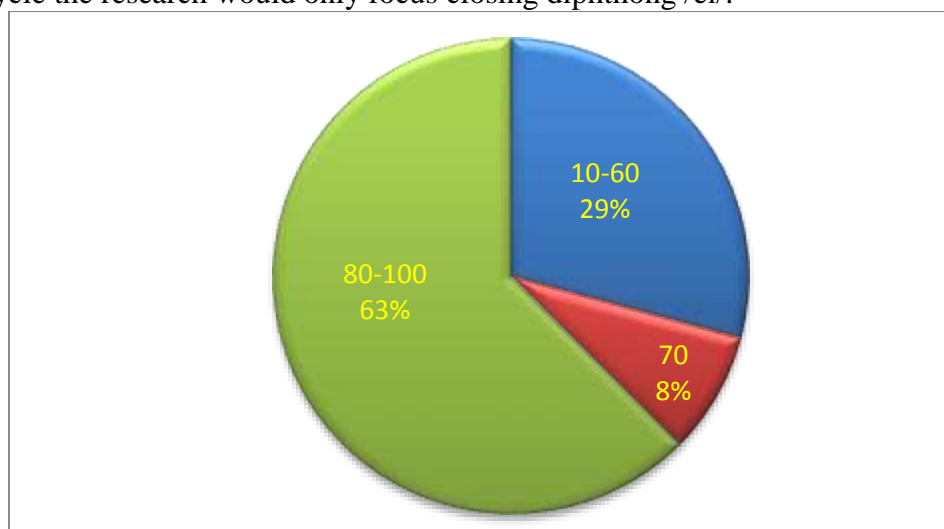


Dhiagram : 2 (The percentage of students' scores of closing diphthong /eɪ/)

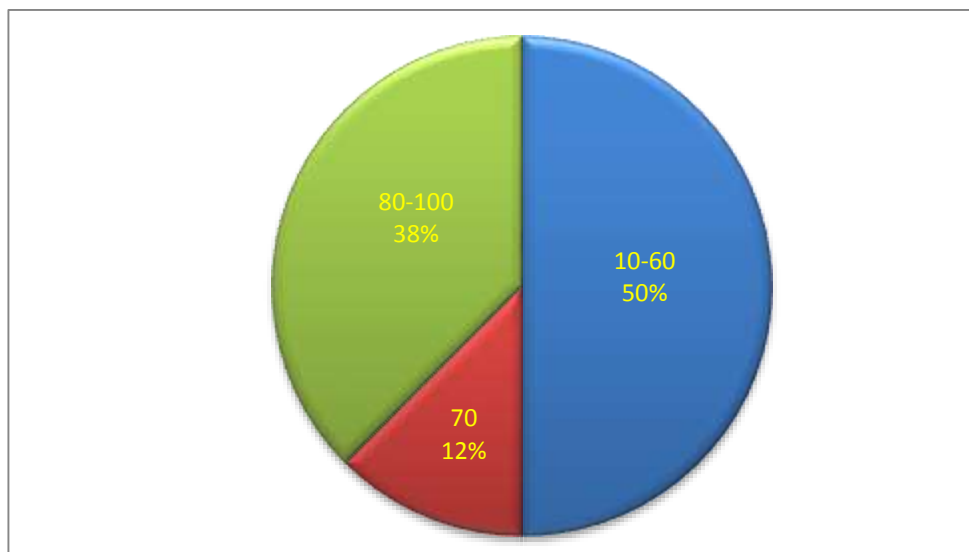
From the chart above we could see that 15% from 24 students the score had reached the KKM score, 85% were still under KKM score. The charts above showed that closing diphthong /eɪ/ was unsuccessful.

In the second cycle, students had good progress in pronouncing closing diphthong /aɪ/ than /eɪ/. The mean score of closing diphthong /aɪ/ was 77.08 but the mean score of closing diphthong /eɪ/ was 67.05. Although it was still under KKM score but there was improvement compared with the previous cycle.

71% from 24 students pronounced closing diphthong /aɪ/ well, and 29% were poor. Their mean score was also higher than KKM score. Therefore, in third cycle the research would only focus closing diphthong /eɪ/.



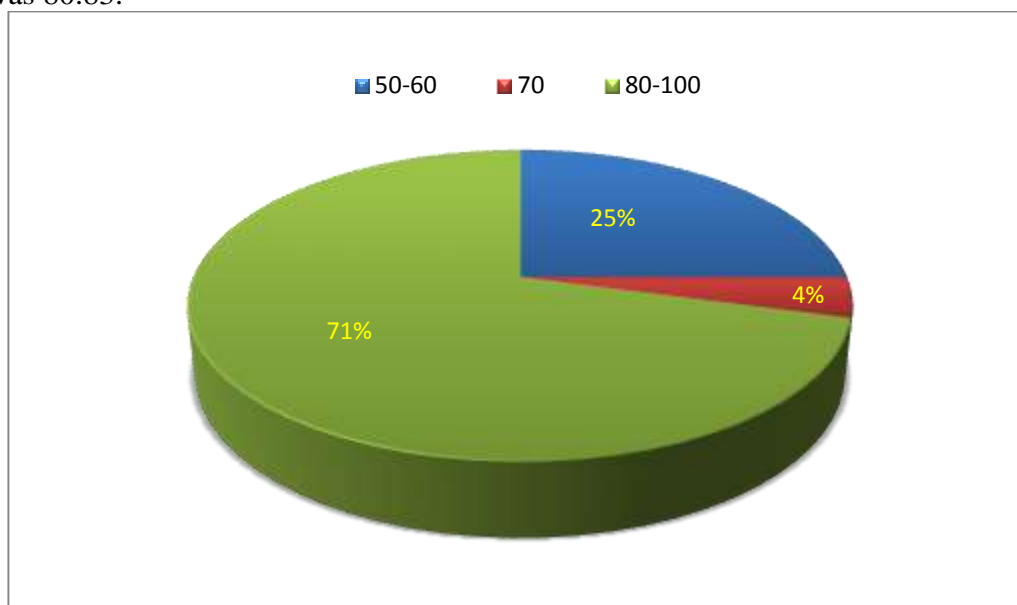
Dhiagram : 3 (The percentage of students' scores of closing diphthong /aɪ/)



Dhiagram : 4 (The percentage of students' scores of closing diphthong /ei/)

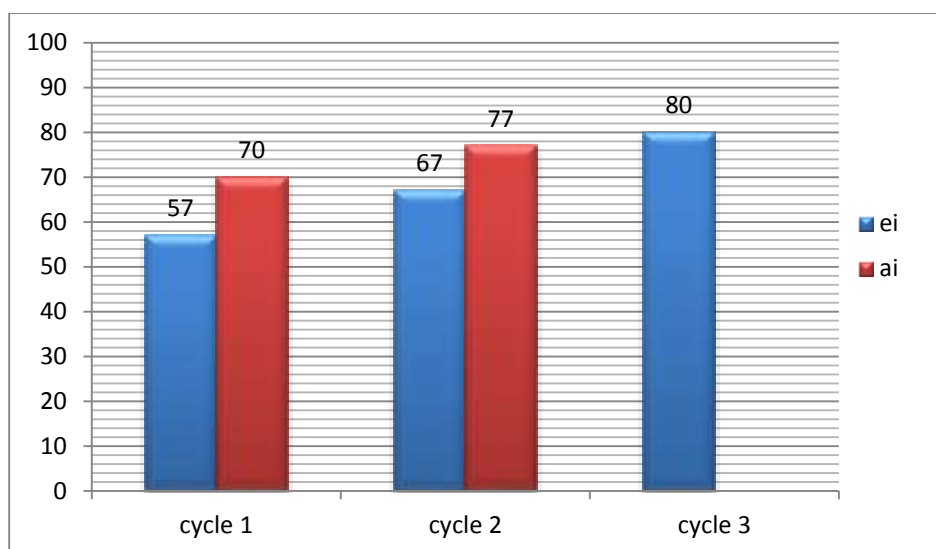
From the chart above we could see that 12% from 24 students the score had reached the KKM score, 38% higher than KKM score and 50% were still under KKM score. The charts above showed that closing diphthong /ei/ was still unsuccessful.

Based on the result of students' assessment in the second cycle, teacher and her collaborator concluded that the cycle still would be continued to the third cycle. But in the third cycle teacher would only focused in closing diphthong /ei/ because closing diphthong /ai/ was successful. In the third cycle students showed great progress, they could pronounce closing diphthong /ei/ much better. It could be seen when they practiced pronouncing closing diphthong /ei/, when they did the assessment and also from their mean score that was 80.83.



Dhiagram : 5 (The percentage of students' scores of closing diphthong /ei/)

The students' improvement in pronouncing closing diphthong in each cycle could be seen from the graphic below:



Dhiagram : 5 (The students' improvement in pronouncing closing diphthong in each cycle)

From the diagram above showed that students' mean score increased from cycle to cycle. It also showed that repetition technique had help students to be able to pronounce closing diphthong /aɪ/ and closing diphthong /eɪ/. The researcher stopped her research until the third cycle which had already reached the improvement. The improvement indicates the action hypothesis was accepted. In conclusion, the research finding of the classroom action research was satisfied.

CONCLUSION AND SUGGESTION

Conclusion

Based on the explanation stated on the previous chapter, the conclusion of this research which is improving students' pronunciation through Audio Lingual Method using Repetition Drill as follows: (1) SQ3R (survey, question, read, recite and review) technique can minimize the students' problems in understanding the content of the text. (2) Based on the result of data analysis, students' pronunciation in closing diphthong /aɪ/ and /eɪ/ were improved by applying the Audio Lingual Method with Repetition Drill. The improving of the students' can be seen in each meeting. The mean score in the first cycle for closing diphthong /aɪ/ was 70.83 but the mean score of closing diphthong /eɪ/ was 57.5. In the second cycle, students had good progress in pronouncing closing diphthong /aɪ/ than /eɪ/. in the second cycle the mean score of closing diphthong /aɪ/ was 77.08 but the mean score of closing diphthong /eɪ/ was 67.05. And the mean score of the third meeting was increased to was 80.83 points. The improvement from cycle to cycle indicated that students' pronunciation had improved.

Suggestion

Based on the result of the research found some weaknesses are: (1) It is suggested that in this case, Audio Lingual Method is one of method that can solve students' problem in pronunciation because this method had some drillings which all of them emphasized on oral practice. Because this method emphasized on oral drilling so teacher could focus or control students' pronunciation. (2) It is suggested that class and time management are important things in teaching pronunciation in order to avoid noise in teaching learning process in order to finish all activities in the classroom. In managing the time, the teacher should use the time efficiently. The teacher should relate the time with the materials, the activities in the learning process and the assessment and also the total of the students. To avoid noisy when taking the score of students' pronunciation, teacher may use other room. If the teacher taking the score in the class, it would not be effective because other students were practicing the dialogue for the preparation of their oral test. To avoid bored while doing the repetition, teacher might do some action as follow: a). Make the atmosphere in the class enjoy. When students could not produce the correct sound, the teacher may not force the students because it could make them unmotivated to learn pronunciation but show them and lead them again how to produce the correct pronunciation slowly. b). Doing repetition in group by grouping the students into some groups. So, while a group did the repetitions line by line or word by words other groups listened carefully to their fiends.

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