THE EFFECTIVENESS OF INTUITIVE-IMITATIVE APPROACH FOR TEACHING ENGLISH PRONUNCIATION IN INDONESIA VOCATIONAL HIGH SCHOOL

Annisa Shofa Tsuraya
Universitas Islam Negeri Alauddin Makassar
annisa.tsuraya@uin-alauddin.ac.id

ABSTRACT Pronunciation involves far more than individual sounds. Word stress, sentence stress, intonation, and word linking all influence the sound of spoken English, not to mention the way we often slur words and phrases together in casual speech. English pronunciation involves too many complexities for learners to strive for a complete elimination of accent, but improving pronunciation will boost self-esteem, facilitate communication, and possibly lead to a better job or a least many respect in the workplace. This research aimed at investigating the effect of Intuitive-Imitative Approach in teaching pronunciation. The participants of this research were the second-year students of Indonesia Vocational High School in amount of 40 students. This research applied pre-experimental method. The instruments of this research were pre-test and post-test in oral test. The result of this research finally showed that the students' pronunciation of post-test score was higher than the students' pre-test score. Meanwhile, the result of t-test showed that the difference was significant where value of the t-test was greater than the value of the t-table ($20.17 \geq 2.069$). Thus, it can be concluded that the use of Intuitive-Imitative Approach is effective to use in teaching pronunciation. So that, by applying this method in learning pronunciation, the teacher are hoped to be more creative to enrich their selected word by choosing the unique words to stimulate students and present them an enjoyable, relax, and understandable way in learning process.

Keywords: Pronunciation, Intuitive-Imitative Approach

A. INTRODUCTION

One of speaking elements is pronunciation. Pronunciation is the production of sounds that we use to make a meaning in communication (Yates & Zielinski, 2009). It cannot be denied that pronunciation has an important role in English. Nobody could understand the people with poor pronunciation even their word and grammar are good (Fraser, 2000). In addition, the broken-down communication can be caused by the use of incorrect pronunciation. Moreover, being aware of pronunciation will give the advantage not only in production, but also the understanding of spoken language.

Furthermore, the communication between the speaker and the listener has mutual relationship. It affects each other. It means that in order that the listener can comprehend the meaning of what is said, the speaker has to speak clearly. Whereas, speaking clearly involves intelligible pronunciation. For this reason, pronunciation is one of the crucial aspects of language to be learned.

Learning pronunciation is one of the important matters in learning language but it is not a simple work to do. The current problem, then, is that most language teachers are not familiar with useful strategies for teaching pronunciation, and they do not know what strategies are appropriate when facing specific problematic situations. Another part of the problem concerns the fact that those teachers are embarrassed because of this lack of instructional strategic knowledge (Roohani, 2013).

As language consists of two main skills namely receptive and productive, both are interrelated in which the learners can only produce what they have received. The process of receiving the language comes in the form of listening and reading, while the process of producing the language comes in the form of speaking and writing.

As mentioned above, the result of speaking and writing (as the means of language production) really depends on the effectiveness and the content of the listening and reading (as the means of receive the language). In other words, it is wise to say that the learners can only produce good English providing that the learners listen and read good example of English.

In order to get good material, we can use recording of native speaker using the language in the form of audio or video. The quality of the recording is as important as the content. In the past, it relies on cassettes as the mean to save the recording with it is many limitations but nowadays the learners have more options. It is much easier now to record things even by using simple tools such as hand phone or laptop.

Indonesia as an archipelago country, with 33 provinces, where every province has some city, then every city has some districts. These facts make Indonesia has many languages and accents which are different in every city and district. This kind of differences caused the various sounds of English pronunciation of Indonesian. Based on the statement above it was seen the fact that the second-year students of Indonesia Vocational High School who found that they had poor achievement in pronouncing English words. The teacher only explains how to pronounce the words but there is no practice whereas practice is more effective than explanation in teaching pronunciation for the young learners of English. Even if the teachers practice to pronounce the word, it gets some bias of local accent. So, different district will have different accent, then they will have different pronunciation for a word. Given the above issues, several approaches have been suggested for teaching pronunciation. Among them, intuitive-imitative approach is one of the great important factors in teaching segmental features (Celce-Murcia, et.al., 2010).

Intuitive-imitative is an approach to teaching pronunciation based on the learners' ability to listen and imitate the rhythm and sounds of the language without being given any explicit information. In this approach availability of native models to listen to is taken for granted too. Also, some technologies such as audiotapes, videos, computer-based programs, and websites are used today to implement this approach (Celce-Murcia, et.al., 2007).

To contribute to the developing literature in the field, this research aims at investigating the effects of intuitive-imitative approach in teaching pronunciation. As stated above, this approach is of greater importance for teaching segmental sounds, which are the focus of this study. This research was aimed at finding out the difficulty factors faced by the Second Year Students of Indonesia Vocational High School in pronunciation and the effectiveness of this approach in teaching English pronunciation for Indonesian learners.

B. REVIEW OF LITERATURE

Kelly (2002) stated that there are two general approaches in teaching pronunciation, one of them is intuitive-imitative approach. An intuitive-imitative approach depends on the learner's ability to listen to and imitate the rhythms and sounds of the target language without the intervention of any explicit information; it also presupposes the availability of good models to listen to, a possibility that has been enhanced by the availability first of phonograph records, then of tape recorders and language labs in the mid-twentieth century, and more recently of audio- and videocassettes and compact discs (Celce-Murcia, et.al., 2007). Pronunciation is the act of uttering with articulation, the act of giving proper sound and accent, utterances as the distinct or indistinct pronunciation (Asiyah: 2014).

There have been some studies on pronunciation in the field of education. Tsunemoto and McDonough (2020) in their research revealed what individual differences may play a role in second language (L2) learners' pronunciation, exploring whether English as a Foreign Language (EFL) learners' attitudes toward English is linked to their perceived accentedness. Japanese EFL secondary school students ($N = 62$) carried out a 69-word read-aloud task and their speech samples were evaluated by 16 raters for accentedness. A ten-item questionnaire examined the attitudes toward L2 pronunciation of Japanese EFL learners. From the questionnaire, an exploratory factor analysis revealed three dimensions: pronunciation significance, interest in English sounds, and confidence in pronunciation. However, only confidence in pronunciation

was significantly correlated with accentedness scores. Results are discussed in terms of the relationship between affective factors and L2 pronunciation attainment.

Suzukida and Saito (2019) in his research journal investigated that the current study set out to re-examine and generalize the Functional Load (FL) principle as a tool to identify a set of relatively crucial segmental features for successful understanding in L2 communication. In Experiment 1, 40 Japanese learners of English in English-as-Foreign-Language settings engaged in a semi-structured task (i.e. timed picture description). Their speech was assessed by native speaking raters for overall comprehensibility (ease of understanding); and then coded for the number of high vs. low FL segmental substitution errors according to the FL principle. The results showed that it was only high FL consonant substitutions (e.g. mispronunciation of /l/ as /r/ or /v/ as /b/) that negatively impacted on native listeners' comprehensibility judgments. In Experiment 2, 40 Japanese learners of English with a wide range of immersion experience in English-speaking countries participated. The results replicated the significant impact of high FL consonant substitutions as observed in Experiment 1. Taken together, this study suggests that the FL principle may greatly help teachers and students prioritize communicatively important segmental features, a crucial step towards improving L2 oral proficiency in an effective and efficient way.

Schwartz (2019) in his research discussed the implications of phonological representation for the study of L2 speech acquisition. It is argued, on the basis of empirical findings from diverse phenomena in L2 phonology, that refined representations in which 'segments' have internal prosodic structure offer a more insightful view of cross-linguistic phonetic interaction than traditional phonological models. These refinements may be implemented in the Onset Prominence representational environment, in which diverse structural parses affect sub-segmental phonetic properties, transitions between segments, and the formation of prosodic boundaries.

Li and Somlak (2017) in their research on second-language (L2) speech acquisition suggested that audio-visual aids could be effective in helping learners acquire difficult L2 speech sounds (Li, 2016a). However, most previous studies have been restricted to laboratory settings rather than the classroom environment. The present study, therefore, was designed to fill this knowledge gap by analysing the effectiveness of audio-visual aids, particularly articulatory gestures, in teaching L2 speech sounds in actual classrooms. The participants were students from two classes of non-English majors who had severe difficulties with the differentiation of /θ/–/s/ and /ð/–/z/.

'Read-aloud' tasks were employed for pronunciation tests. The baseline data of the students' pronunciation of the two contrasts was collected with a pre-test, and the intuitive–imitative approach was adopted for teaching. Specifically, the students were exposed to seven audio- or audio-visually recorded poems (one poem per week over the course of seven weeks) containing the target contrasts. The students in Class 1 were taught with the audio-recordings without images of the speaker's face being displayed; in contrast, students in Class 2 were taught using audio-visual recordings, which allowed them to observe the speakers' articulatory gestures of $/\theta/–/s/$ and $/ð/–/z/$. To detect the teaching effect, a post-test was carried out after the teaching programme was completed. A delayed posttest was conducted one month after the post-test. Comparisons with the respective pre-test results indicated that students in Class 2 had a significant improvement in the pronunciation of the target contrasts in the post-test, whereas those in Class 1 did not. In the delayed post-test, neither class showed any significant difference in the pronunciation performance in comparison.

Yeou (2011) in his research investigated (a) the attitudes of a group of Moroccan university students toward pronunciation; and (b) the views and practices of teachers in regard to pronunciation instruction. Attitudinal measures such as the perceived utility of pronunciation, level of confidence and interest in pronunciation were explored. Overall, students valued pronunciation as an important part of learning (both segmental features and suprasegmental features), aimed for functional intelligibility and wanted pronunciation teaching be improved. Teachers did not pay any attention on teaching pronunciation, particularly suprasegmentals. The reasons include lack of confidence, lack of time, scarcity of teaching materials and resources, and large groups.

Ahmed (2011) in his paper intended to look at the place of pronunciation in accordance with the student's needs and pronunciation in practice with reference to the multi-ethnic background of Pakistani students and role of pronunciation in Pakistan. It also intended to discuss the issues involved in keeping pronunciation as a separate sub-skill and teaching it as part of listening and speaking skills. It was noted that there was significant improvement in pronunciation of students. As a follow up, the students were interviewed. It was noted that they were also satisfied and maintained that this should be compulsory so as the students of multi ethnic backgrounds may overcome the difficulty in learning right kind of pronunciation. However, they believed that learning pronunciation involves fullest willingness.

Meanwhile what makes this study different from the researches above is that this study researches about how effective the Intuitive-Imitative Approach towards the second year students' of Indonesia Vocational High School English pronunciation from the point of view of segmental feature which consists of consonants; voice consonants and voiceless consonants, and vowels; long vowels and short vowels with the research samples background are Indonesian whose English is their foreign language.

C. METHOD

This research used experimental method belongs to Pre-Experimental Design due to the school condition which only has one class for each level. It was carried out in one of private Indonesia Vocational High School. The sampling technique used in this research was convenience sampling. According to Gay, et.al. (2016), the convenience sampling also referred to as *accidental sampling* or *haphazard sampling,* is the process of including whoever happens to be available at the time. It is studying existing groups "just because they are there. Sugiyono (2015) in his research methodology book, the convenience sampling is also referred to as *total sampling. Total sampling* is where the number of samples are equal with the number of population or other words, all samples are the population. This sampling technique used because the number of populations is under 100. The sample of this research was all the second-year students of one of Indonesia Vocational High Schools consisted of only one class with 40 students. The researcher gave pre-test, treatment, and post-test in form of oral test to the students in investigating the effectiveness of teaching pronunciation by using Intuitive-Imitative Approach.

The pre-test and the post-test were in form of card with list of words in it. The word list was taken from the vocabulary size test adapted from Nation and Beglar (2007) which suitable with their word academy level. The researcher collected the data by giving the pre-test for knowing students' previous ability. After that, the researcher gave treatment by applying the Intuitive-Imitative Approach in teaching pronunciation. The researcher introduced about segmental features which conclude vowels sound; long vowels and short vowels, and consonants sound; voice consonants and voiceless consonants. And then, the researcher applied the Intuitive-Imitative Approach. So, it was like dictate students. The researcher gave words list to the students. The words list consisted of vowels sound; long vowels and short vowels, and consonants sound; voice consonants and voiceless consonants. After that, the researcher played

the audio recorder of native speaker who pronounced the words on the words list. Then, the researcher invited the students to pronounce the words based on the audio that they heard.

After all the treatments, then, in the last meeting, students got the post-test to test the effectiveness of the approach in teaching pronunciation. After collecting the data, they then were analyzed by using the statistical package for the social science (SPSS) version 22.00 for windows.

A researcher also used interview to gain the students' responses. It can also be used to investigate the students' understanding about the lesson and of the strategy use (Mah, 1990: 220). An interview will provide teacher with some useful insights. It can be used to see the students' difficulties, their problems, and their understanding to the material given. There are three types of interview but in this research, the researcher used semi-interview type.

D. FINDINGS AND DISCUSSION

After conducting the research, the researcher obtained some results. The results present the interpretation as follows.

Students' Score in Pre-Test and Post-Test

The pre-test and post-test were conducted to find out the data of the students' ability in pronouncing English words before and after the treatment given. The result of the test showed the students' achievement in pronunciation before the treatment was given. The highest score was 70 and the lowest score was 50. The mean ($\bar{X}$) was 56.67. In the post-test the highest score was 90 and the lowest score was 65. The mean ($\bar{X}$) was 73.75. So, the improvement percentage can be seen in this following table:

Table 1: The Improvement Percentage of Pre-Test and Post-Test Score

No.	Variable	Mean Score		Improvement
		Pre-Test	Post-Test	
1.	Vowels	5.708	7.458	30.66 %
2.	Consonants	5.625	7.292	29.64 %

The table showed that there was an improvement in the amount of 30.66% in pronouncing vowels words and 29.64% in pronouncing consonants words. This pre-test result was in line with Tsunemoto and McDonough (2020) in their research revealed what individual differences may play a role in second language (L2) learners' pronunciation. While after giving treatment, the post-test result was in line with Li and Somlak (2017) in their research on second-language (L2) speech

acquisition suggested that audio-visual aids could be effective in helping learners acquire difficult L2 speech sounds (Li, 2016a). And also Yeou (2011) in his research investigated (a) the attitudes of a group of Moroccan university students toward pronunciation; and (b) the views and practices of teachers in regard to pronunciation instruction. Attitudinal measures such as the perceived utility of pronunciation, level of confidence and interest in pronunciation were explored.

The Value of *t*-Test

In order to know whether or not the pronunciation ability is difference between the pre-test and the post-test at the level of significance 0.05 with degrees of freedom (df) = N − 1, *t*-test for independent sample was employed.

Table 2: *t*-Test of the Students Result

Data	*t*-Test Score	*t*-Table	Comparison	Classification
Students' Pronunciation	20.17	2.069	t-table ≤ t-test 2.069 ≤ 20.17	Significant

The data showed that the *t*-table value was smaller than *t*-test value. It means that there was significant difference of students' pronunciation ability between before and after giving treatment using Intuitive-Imitative Approach.

The difference showed that after getting the treatment, the students got better pronunciation achievement than before. It can be seen that there was a significant of students' pronunciation achievement after the Intuitive-Imitative Approach applied in teaching. It also can be concluded that Intuitive-Imitative Approach is effective in teaching pronunciation.
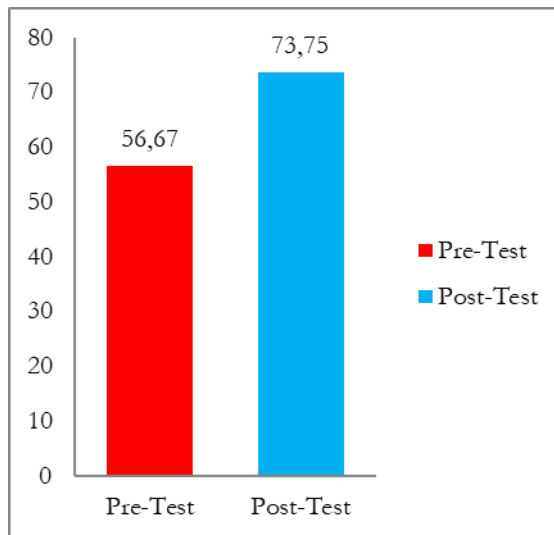

Figure 1: The Mean Score of Pre-Test and Post-Test

The chart showed the significantly different mean score of pre-test and post-test. Before the treatment conducting (pre-test), the mean score was 56.67. After the treatment, the mean score was 73.75. It means that the students' pronunciation especially in segmental features were getting better after the Intuitive-Imitative Approach applied in teaching pronunciation. This result was in line with Ahmed (2011) in his paper intended to look at the place of pronunciation in accordance with the student's needs and pronunciation in practice with reference to the multi-ethnic background of Pakistani students and role of pronunciation in Pakistan. It also intended to discuss the issues involved in keeping pronunciation as a separate sub-skill and teaching it as part of listening and speaking skills. It was noted that there was significant improvement in pronunciation of students.

In addition, the researcher also used interview to gain the students' responses. Through the interview was found that students got difficulties in learning pronunciation due to some factors. Those were:

1. **The students were lack of practice.**

This factor happened because their usual learning activities only talked about the theory without any practice. The teacher only taught about grammar without paying attention how important pronunciation is. Whereas, nobody could understand the people with poor pronunciation even their word and grammar are good. According to Hewings (2004: 10-11), the broken-down communication can be caused by the use of incorrect pronunciation. Moreover, Harmer (2006: 183) being aware of pronunciation will give the advantage not only in production, but also the understanding of spoken language.

2. **The students were lack of confident.**

Because of the students were lack of practice then, they were unconfident in pronouncing the words. They were shy if their friends laughed them. Pronunciation is very important for our life because it relates to communication. Furthermore, the communication between the speaker and the listener has mutual relationship. It affects each other. The teacher should make the class as enjoy as possible, create a creative way in practicing, and use the effective approach in teaching pronunciation.

Broughton, et.al. (1988: 49) states that in teaching pronunciation, the teacher has to repeat the sounds on the pronunciation of a word until the students can get the perfect one. This point of view is really suitable with the approach which the researcher applied in conducting this

research. It is Intuitive-Imitative Approach. The students' responses were very good. They enjoyed their class and they became brave to pronounce everything which they read. They found that listen to and imitate the sounds were an enjoyable way in pronouncing English words. By practicing more, their shyness left them and they began confident.

Also based on the result of the data analysis, it was proven that the students' achievement in pronunciation taught by using Intuitive-Imitative Approach is better. The mean score of post-test was greater than the mean score of pre-test. It means that the use of Intuitive-Imitative Approach in teaching pronunciation is quite effective.

Before applying Intuitive-Imitative Approach, the researcher gave the pre-test to the students to show students prior ability in pronunciation. Then, the scores of students' pre-test which was done before treatment showed that most of students were very week in pronunciation.

Then the researcher did the treatment for four times and applied Intuitive-Imitative Approach. The researcher gave cards contained of vowel words and consonant words to the students and sounded off the audio how to pronounce those words correctly and asked them to listen carefully. And after that, the researcher invited the students to imitate the sounds that they heard.

Then, the researcher gave the post-test to see how effective the Intuitive-Imitative Approach in teaching pronunciation. The result of the test showed that the scores of students' post-test were greater than before the treatment was done. It means that Intuitive-Imitative Approach was effective in teaching pronunciation because there was significance difference between pre-test and post-test. And also, it can lead to better attention in learning and stimulate the students to pronounce the English words correctly.

E. CONCLUSION

Based on the result of data analysis and the discussion of the result in the previous chapter, it can be concluded that the main problem that the students faced mostly in pronunciation are lack of confidence due to the lack of practice. The Intuitive-Imitative Approach is significantly effective to use for teaching pronunciation. It is proved by the significant difference between the post-test and the pre-test. The mean score of post-test is greater than pre-test. The students who are taught by using Intuitive-Imitative Approach have better pronunciation ability.

REFFERENCES

Ahmed, Raheela. 2011. Using Proper Pronunciation. *Article of USINDH.*

Asiyah, Siti. 2014. The Effectiveness of Analytic Psycho-Linguistic Approach to Teach Pronunciation Viewed From the Students Learning Motivation. *Jurnal Ilmiah Dimensi Pendidikan dan Pembelajaran.* 1 (2): 1-11.

Broughton, G., Brumfit, Ch., Flavell, R., Hill, P., & Pincas, A. 1988. *Teaching English as a Foreign Language.* London: Routledge.

Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. 2007. *Teaching Pronunciation: A Reference for Teachers of other Languages.* Cambridge: Cambridge University Press.

Fraser, H. 2000. *Coordinating Improvements in Pronunciation Teaching for Adult Learners of English as a Second Language.* Canberra: DETYA (ANTA Innovative Project).

Gay, L. R., Mills, G. E., & Airasian, P. W. (2016). *Educational research: Competencies for analysis and applications.* Merrill/Pearson.

Harmer, J. 2006. *The Practice of English Language Teaching 3rd Edition.* England: Longman.

Hewings, Martin. 2004. *Pronunciation Practice Activities.* Cambridge: Cambridge University Press.

Kelly, Gerald. 2002. *How to Teach Pronunciation? The 2nd Edition.* Harlow: Longman.

Li, Y., & Somlak, T. (2019). The effects of articulatory gestures on L2 pronunciation learning: A classroom-based study. *Language Teaching Research*, *23*(3), 352-371.

Roohani, Ali. 2013. A Comparative Study of Intuitive-Imitative and Analytic-Linguistic Approaches in Teaching Pronunciation: Does age Play a Role?. *The Asian EFL Journal.* 15 (1): 87-127.

Schwartz, G. (2019). Refining representations for L2 phonology. *Second Language Research*, 0267658319852383.

Sugiyono. 2008. *Metode Penelitian Pendidikan: (Pendekatan Kuantitatif, Kualitatif, dan R & D).* Bandung: Alfabeta.

Suzukida, Y., & Saito, K. (2019). Which segmental features matter for successful L2 comprehensibility? Revisiting and generalizing the pedagogical value of the functional load principle. *Language Teaching Research*, 1362168819858246.

Tsunemoto, A., & McDonough, K. (2020). Exploring Japanese EFL Learners' Attitudes Toward English Pronunciation and its Relationship to Perceived Accentedness. *Language and Speech*, 0023830919900372.

Tsuraya, A. S., & Atmowardoyo, H. (2018). A Cross-Sectional Study on Vocabulary Size among Different Levels of the University Students. *ELT WORLDWIDE*, *5*(1), 64-72.

Yates, L., & Zielinski, B. 2009. *Give it a go: Teaching Pronunciation to Adults.* Sydney: The AMEP Research Centre.

Yeou, Mohamed. 2011. Pronunciation Instruction in Moroccan Higher Education: Students' Attitudes and Teachers' Views*". Teaching Pronunciation in the New Educational Reform Students Attitudes and Current Practice Articles.*