TEACHING ENGLISH PRONUNCIATION BY USING AUDIOLINGUAL METHOD: A STUDY AT SMPN 2 CAMPALAGIAN IN POLMAN REGENCY

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ABSTRACT: The objectives of this research were to find out the effectiveness using audiolingual method in Teaching English pronunciation at the Second Grade of SMPN 2 Campalagian. This research employed quasi-experimental method with two groups pre-test and post-test design. There were two variables in this research; they were independent variable and dependent variable, while independent variable was audiolingual method and dependent variable was students' English pronunciation. The sample of the research consisted of 68 students which were taken by using Purposive Sample technique. The instrument at this research was English pronunciation test by using audiolingual. The result of the data indicated that there was no a significant difference between students' pre-test in the experimental class and the control class and there was a significant difference between students' post-test in experimental class and control class. This improvement is reinforced by the statistical analysis that t-test value was 10.29, it is greater than t-table value was1.997. Therefore, the researcher suggested that audiolingual method is effective in teaching English pronunciation.

KEYWORDS: English Pronuncition, Audiolingual Method.

A. INTRODUCTION

English is one of the main aspects which are used in communication and it is very important in this modern era. In several years ago, English has become the international language and it got the first position in the world of communication until today. You will leave behind if you do know less about English. Furthermore, in the globalization era, English is very important as a means of international communication. English is an international language which is spoken in the world. It is very important to be taught in the school in every country, particularly in the country that uses it as a foreign language such in Indonesia. English as language has a central role in intellectual development, social, students' emotional and it is also as a supporting of success in learning all areas of study. Therefore, main objective in English teaching is instructed to increase student ability in communication, either through written or oral, while in written the student were taught grammar how to make a good sentence and in oral the student instructed how to speak up with the good pronunciation. This research will include about

how teach pronunciation that one of the specific skill in English.

Douglas Brown (2004) according to Speaking is a productive skill that can be directly and empirically. It means that speaking one of the most important skill that can support ability in English language, when the researcher want to take this research. The researcher has been interview the teacher at Vocational High School 4 Makassar on April and from that interview had been gotten some information from the teacher, if the weakness of the students is Speaking skills. The teacher thinks, the students of Vocational High School are preparing for the world of work. It is mean in Vocational High School that main focus on productive skills such as writing and speaking, but it does not mean the English teacher ignore another skills.

According to Celce-Murcia, at all, (2010) inevitability, The importance one in teaching English as a foreign language is pronunciation because it influences language pronouncing patterns, but the fact like in a quotation following 'However, many teachers only focus to teach grammar and vocabulary much longer than pronunciation. For this reason, the students' grammar and vocabulary have been much better than pronunciation.

According to Christiane Dalton & Barbara Seidlhofer (2011), Pronunciation is never end in itself but a means to negotiate meaning in discourse. From that quote, it was showing that pronunciation was very important in using any language because the meaning of its target language was depended on the pronunciation that using of the talker/speaker. Different pronunciation will make different meaning. The general problem faced by students in studying English was in pronunciation. Many students feel difficulty to speak clearly with the correct pronunciation of the words. Example, when the teacher order to say "morning" (heard: mo:ning)" they are said good morning (heard: morning), because in their mind phrase of 'good morning' is read as what the letter in the text. Although the students know the meaning of the word, but to say that word they still difficult and haltingly. It makes them to not feel self-confident to speak in class.

Furthermore, the researcher want to research the effectiveness of teaching English pronunciation by using audiolingual method at the second grade of SMPN 2 Campalagian in Polman Regency.

LITERATURE REVIEW

Many researchers have reported to expose the identification of the student's weakness in English pronunciation. They tried to give the solution to make the teaching and learning process more effective for teach English pronunciation. First*,* Arief Saefurrohman (2010) *The Use of Audiolingual Method in Teaching Expression Pronunciation in Interpersonal Dialogue* pubished by Universitas Negeri Semarang. This research talked about teaching pronunciation using audiolingual method in year ten students of SMAN 14 Semarang. *Second,* Jamilah and Ari Purnawan (2014) *Pengembangan Instrumen Pengukuran Hasil*

Pembelajaran Mata Kuliah Pronunciation di Jurusan Pendidikan Bahasa Inggris FBS UNY published by FBS Universitas Negeri Semarang. This research talked about development of instrument of measuring result learning pronunciation lecture. *Third,* Riswanto (2012) *Improving Students' Pronunciation through Communicative Drilling Technique at Senior High School 07 South Bengkulu, Indonesia* published by International Journal of Humanities and Social Science, Vol. 2, No. 21, November 2012". This research talked about appropriate technique in teaching pronunciation.

This section presented content teaching English pronunciation by using audiolingual method at the second grade of SMPN 2 Campalagian in Polman Regency.

Pronunciation

According to Lumsden (2015)"Pronunciation" refers to the way in which we make the sound of words.

To pronounce words, we push air from our lungs up through our throat and vocal chords, through our mouth, past our tongue and out between our teeth and lips. (Sometimes air also travels through our nose.)

To change the sound that we are making, we mainly use the muscles of our mouth, tongue and lips to control the shape of our mouth and the flow of air. If we can control the shape of our mouth and the flow of air correctly, then our pronunciation is clearer and other people understand us more easily.

Audiolingual Method

The audiolingual method is a method for foreign language teaching which emphasized the teaching of listening and speaking before reading and writing. This method is combination between behavioral psychology and linguistic.

B. RESEARCH METHOD

This research was designed for quasi experimental research with pre-test and post-test design. A pre-test was administered before the treatment and a post-test was administered to measure the treatment.

Chronologically, the design involved two classes which were administered a post-test. The success of the treatment was determined by comparing the result of the pre-test and post-test. Both groups were given pre-test and post-test. The pre-test was administered to find out the students' prior knowledge while the post-test was used to find out the achievement of students after received the treatment (teaching English pronunciation by using audiolingual method). One group received unusual treatment (teaching English pronunciation by using audiolingual method), and the other group received the usual treatment (teaching English pronunciation by using conventional technique).

Post-test scores were compared to determine the effectiveness of audiolingual method or traditional learning (conventional) treatment by using the design.

The design could be represented as follows:

$$E = \underline{O_1 \ X \ O_2}$$
$$C = O_1 \qquad O_2$$

(Tuckman, 1990: 160)

The researcher identified that dependent variable is students' English pronunciation and the independent variable is the audiolingual method. Population of this research is the second grade students of SMPN 2 Campalagian Polman in academic year 2016/2017. The sample was taken by using purposive sample technique which consisted of two classes. The researcher chose the class IIA and IIB, where the class IIA as experimental class and class IIB as control class.

The researcher used purposive sampling technique and took that classes as the sample because their ability in English were same. Latief (2013) stated that interpretation of the students' personality is mainly based on the scores resulted from the personality test done by the students. From the explanation above, the researcher also conducted test as an instrument of the research. The instrument of this research was English pronunciation test by using audiolingual. This test was tested in Pre-test and post-test.

Regarded the research method and design that mentioned previously, in collecting the data, the researcher collected in the following procedure;

1. Pretest

Before doing the treatment, the students (both of experimental class and control class) was given pre-test to know their prior knowledge, in this case, the researcher gave English pronunciation test by using audiolingual and the students said it with pronunciation ability that the students had got before.

2. Treatment

The treatment focused in experimental class. While in control class the student studied English commonly. The treatment in experimental class began from the explaining how to learn English pronunciation by audiolingal method.

The flow of teaching English pronunciation by using audiolingual method was as follows:

a) The researcher gave some explanation about the elements of speaking of English specially pronunciation aspect.

b) Before the researcher gave material of English pronunciation by using audiolingual method. The researcher explained the procedure of this method.

c) The researcher gave treatment by using audiolingual method. There are four meetings for this treatment. One meeting for pre-test and one meeting for post-test. Therefore, the total of the meetings as many as six meetings.

3. Post-test

After doing the treatment, the students (both of experimental class and control class) were given a post-test to know their achievement. In this case, the researcher gave the students a same test with the pre-test and the students said it with pronunciation ability that the students had got.

The last, researcher collected the data from the students and analyzed the result of the students' test.

FINDINGS AND DISCUSSION

The Findings of Research

1. The Pre-test Scores and Classification of Students' Pre-test Scores in Experimental and Control Class

The distribution of frequency and percentage score of experimental class in pre-test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	5	0	0 %
2.	Good	4 – 4.99	0	0%
3	Fair	3 – 3.99	5	14,7%
4.	Poor	2 – 2.99	24	70,6%
5.	Very Poor	1 – 1.99	5	14,7%
Total			**34**	**100 %**

Table above showed the rate percentage of score of experimental class in pre test from 34 students. There were 5 (14.7%) students got fair score, 24 (70.6%) students got poor score, and 5 (14.7%) students got very poor score. From the table, the data is shown that there were 85.3% students get poor and 14.7% students got fair and none of the students got good and very good classification.

The distribution of frequency and percentage score of control class in pre-test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	5	0	0%
2.	Good	4 – 4.99	0	0%
3	Fair	3 – 3.99	8	23.5%
4.	Poor	2 – 2.99	22	64.7%
5.	Very Poor	1 – 1.99	4	11.8%
Total			**34**	**100 %**

Table above showed the rate percentage of score of control class in pre test from 34 students. There were 8 students (23.5%) got fair score, 22 students (64.7%) got poor score, and 4 students (11.8%) got very poor score. From the table, the data is shown that there were 76.5% students get poor and 23.5% students got fair and none of the students got good and very good classification.

2. The post-test Scores and Classification of Students' post-test Scores in Experimental and Control Class

The distribution of frequency and percentage score of experimental class in post-test.

No.	Classification	Score	Frequency	Percentage
1.	Very Good	5	9	26.5 %
2.	Good	4 – 4.99	22	64.7%
3	Fair	3 – 3.99	3	8.8%
4.	Poor	2 – 2.99	0	0%
5.	Very Poor	1 – 1.99	0	0%
Total			**34**	**100 %**

Table above showed the rate percentage of score of experimental class in post-test from 34 students. There were 3 (8.8%) students got fair score, 22 (64.7%) students got good score, and 9 (26.5%) students got very good score. From the table, the data is shown that there were 91.2% students get good and 8.8% students got fair and none of the students got good and very good classification.

The distribution of frequency and percentage of control class score in post-test.

No.	Classification	Score	Frequency	Percentage
1.	Very Good	5	0	0%
2.	Good	4 – 4.99	4	11.8%
3	Fair	3 – 3.99	17	50%
4.	Poor	2 – 2.99	13	38.2%
5.	Very Poor	1 – 1.99	0	0%
Total			**34**	**100 %**

Table above showed the rate percentage of score of control class in post-test from 34 students. There were 4 (11.8%) students got good score, 17 (50%) students got fair score, and 13 (38.2%) got poor score. From the table, the data is shown that there were 91.2% students get good and 8.8% students got fair and none of the students got good and very good classification.

3. The Mean Score and Standard Deviation of Experimental Class and Control Class in Pre-test and Post-test

The mean score and standard deviation of experimental class and control class in pre-test and post-test

Class	Pre-test		Post-test	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Experimental	2	0.39	4.18	0.57
Control	2.12	0.59	2.74	0.66

The table above showed that, the mean score of experimental class in pre-test was (2) while the standard deviation was (0.39), and the mean score of control class in pre-test was (2.12) while the standard deviation was (0.59). Furthermore, the mean score of

experimental class in post-test was (4.18) and the standard deviation was (0.57), and the mean score of control class in post-test was (2.74) and the standard deviation was (0.66). It can be concluded from both of the tests; The improvement of mean score of experimental class indicated with there is alteration significance from mean score of experimental class in pre-test and post-test. Therefore, the experimental class gained the greater mean score in the post test than the control class.

The significant score between experimental and control class can be known by using t-test. The result of t-test can be seen in table 15 as follows:

Distribution the value of t-test and t-table of experimental class

Variable	t-test value	t-table value
Posttest	10.29	1.997

The table above showed that t-test value was greater than t-table. The result of the test showed there was significant difference between t-table and t-test (10.29 > 1.997), it means that, t-table was smaller than t-test.

The result of the t-test statistical analysis showed that there was significant difference between the experimental class who got treatment by using Audiolingual method in teaching English pronunciation with control class who got treatment by conventional method. The statement was proved by the t-test value (10.29) which higher than t-table value (1.997), at the lavel of significance 0.05 and the degree of freedom $(N_1 + N_2)$-2 = (34 + 34) − 2 = 66.

The Discussion of Research

Audio lingual method is a suitable method applied in the classroom in teaching pronunciation. This method helps the learners to learn good pronunciation. Students listen much English word that they difficult to speak up. They listened and practiced it repeatedly which can make them have the good pronunciation.

In this research, several things have been inferred logically. *First*, for both classes, they were inclined to have similar problems, they had lack of pronunciation. For example, when they were conducting a pre-test, most of their answer in the test had lack of pronunciation, much of their answered showed poor score. *Second*, students in Experimental class showed their big desire in learning process. For instance, they were spirit in learning process; they were built their self-confident to speak in class. *Third*, before applying audiolingual method in Experimental class, the students' competence was very difference. Most of the students were in the lowest level; fair, poor, and very poor, none of them were in good and very good. *Fourth*, after applying audiolingual method, students in experimental class showed their improvement. Most of them are in good, very good, and fair score. On the other hand, none of them was in the poor and very poor.

To sum up, based on the result of this research, which showed the students' scores were much higher after the treatment in experimental class using audiolingual method, the use of audiolingual method is surely beneficial to increase students' Pronunciation mastery.

The results of the research above also reinforced by the results of research conducted by Arif Saefurrohman (2010) who conducted a research untitled *The Use of Audiolingual method in Teaching Expressions Pronunciation in Interpersonal Dialogue (An Action Research Given to the Year Ten Students of SMAN 14 Semarang in the Academic Year of 2009/2010).* He was found that by using audiolingual method, the students' quality of pronunciation had improved. It proves that audiolingual method is an effective method to improve students' pronunciation ability.

CONCLUSION

Based on the result of the data analysis, research findings, and discussion in the previous chapter, the researcher concludes that: The use of audiolingual method is effective in teaching pronunciation at the second grade of SMPN 2 Campalagian Polewali Mandar Regency. The improvement indicated that there was alteration significance from mean score of experimental class in pre-test and post-test, and this improvement was reinforced by the statistical analysis that t-test value was 10.29, greater than t-table value 1.997.

There were some points that make Audiolingual method in teaching pronunciation was effective. *First,* procedure in audiolingual method was able to increase students' pronunciation. A student was always repeated the English pronunciation that they find difficulty to say at the first time they heard it. *Second*, the students was active in study English pronunciation by using audiolingual method because this method giving many practice in listening and speaking aspect, then the learners were not stayed quite in the class. *Third*, the students focus in pronunciation aspect.

Suggestions

Considering the conclusions above, the researcher proposes the following offers:

1. Audiolingual method is suggested to be used by the teacher as an alternative strategy in teaching students' English pronunciation.
2. Using audiolingual is suitable for the beginner in English to increase their pronunciation.
3. Audiolingual method is not only can be used for the beginner but also for advance itself.
4. Teaching pronunciation by using audiolingual method was proven effective in teaching students' pronunciation, therefore it is suggested for further researcher to find out the significance of audiolingual method in other elements of English skills.
5. For the further researcher is suggested to find out much reference about audiolingual method.

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