



THE EFFECTIVENESS OF AUDIO-LINGUAL METHOD ON STUDENTS'
PRONUNCIATION ABILITY AT THIRD SEMESTER IN THE UNIVERSITY OF
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Abstract. *Studying pronunciation is little bit hard than other skill cause need practice and need new method to engage students' ability. For those the researcher apply audio-lingual method to engage students' pronunciation ability. This research aims to see the effect of audio-lingual method to students' pronunciation. This research is quasi experimental research; nonequivalent control group design. They are thirdly eight students. Twenty students are in regular class and eighteen students are in non-regular class. Experiment class is taught Audio-lingual method and Control class is taught conventional technique. The data will be analyzed by using independent t-test. The research finding is expected enrich theories about teaching method in pronunciation.*

Keywords. Audio-lingual method, Students; pronunciation, Third semester, University of Pasir Pangaraian

INTRODUCTION

Pronunciation is undeniably important in a communication. Learner with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood even if their grammar is perfect. Pronunciation can see from communication. It involves from sound, intonation, and stress. Pronunciation is greatly important for English education students. It is one of their subjects. They learn pronunciation subject four times. It is started from first to third semester. Students must comprehend it in order to be able to communication with other.

Based on the result of observation and interview at English study program, the students did not have ability in pronunciation well. It could be seen from observation

most of the students pronounced the word nurse (ne:s) but the students read (nu:rs) and the word first (fe:st) the students read (fi:rs), Those were caused by some phenomena. First, students do not know meaning of words. Second, they are do not know role in saying word exactly. Third, they are careless in using learning strategies of pronunciation. Last, they need much time in pronunciation, however, they are still not understanding about component in pronounce. Besides, the students are lack of motivation in reading, lack of vocabularies. In addition, based on the result of interview, some of the students said that pronunciation is bored. As the result, their pronunciation scores are far from expectation.

Those problems above were faced by the students in studying pronunciation subject in order to they are not have ability in pronunciation. Meanwhile, the lecturers had used some methods, and method to solve the students' problems in the class, since one of the technique used in the method is "Repetition Drill" technique which makes the students get familiar and used to pronounce the correct English words. This way is accounted suitable for them as the most factor affects students' pronunciation is their native language compared to other factors such as age, motivation, exposure, etc. This has been mentioned by Kenworthy(1987) that the native language is the most influential factor in accounting for the student's pronunciation especially foreign accents (KhamKhien,2010). It is then expected that by repeating the correct words the lecturer models, the students will realize the correct pronunciation as well as get used to pronounce it for later. In additional during the class sessions, the lecturer will have dominant role which means she does not only model the students pronu, asking to repeat individually as well as in group and provide any ways to keep them focus. This means to say that Audio lingual Method is the proper Method to solve the students' pronunciation problem

The research intends to investigate whether students who are taught by Audio-lingual have better pronunciation ability than those who are taught Blanded learning at third semester students' of English Study Program in University of Pasir Pengaraian?.

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LITERATURE REVIEW

Learning about pronunciation will learn about two components they are vowels and consonants. Baker & Goldsten (2002: 1) said that there are seventeen word in vowels and twenty six consonant in English. The pronunciation ability the students should have known about *sound system, access, stress and intonation*.

Pronunciation including the segmental feature - vowel, consonant, the stress and intonation pattern. As harmer (2007:342) state that if the students wants to able to speak fluently in English, they need to pronoun phonemes correctly, use appropriate stress and intonation pattern and speak in connected speech. Meaning that pronunciation is the important aspect if we want to speak English clearly. We need to understand about phonemes, intonation, stress, and that all is part of pronunciation. River, Wilga (1970) says that: ' Audio lingual method stress and learning to understand and speak English at least some of the language to read it, out rather than any partial under study should be mastered orally before being introduced in printed or written form.

On the other hand Finacciaro and Brummfit (1985) say that: " Audio lingual method the students are expected to use the language based on grammar contruction and the students must be aware to the basic knowledge the phonological, grammatical and lexical subsystem of language, as well as the ability to use actual communication students must be learn the items with the various subsystem which are interrelated in any communication act of listening, There are three strongest of Audio Lingual method, they are : first is students become skilled in making pattern sentences already in the drill. The second is students have a speech or pronunciation (pronunciation) is true. The third is students do not stay silent, but must continue - constantly responding to the teaching of teachers. Rossett and Frazee (2005) believe that blended learning integrates seemingly opposite approaches, such as formal and informal learning face to face and online experiences, directed path and reliance on self -direction and digital references and collegial connections in order to achieve individual or organizational goals.

Sharma (2010) give three relevant definitions for BL. The first definition combines face to face and online teaching, whereas the second definition includes a combination of technologies. Finally he defines it as a combination of methodologies regardless of the learning technology used. Furthermore, Akkoyunlu and Soylu (2004) define

BL as a type of education combine various models of traditional and distance education of technology.

METHODOLOGY

Research Design

The type of this research is an experimental research. It means this research aimed to see effect of the research variable and measure hypothesis. The design was used the posttest-only control group design. There are not be pre-test given either on experimental or control class. It is done to control for simple testing effect and the interaction between testing and treatment.

Table 1
The research design

Class	Treatment	Post-test
R1	X	O1
R2	-	O2

(Adopted by Gay and Airasian, 2000:369)

- R1 : experimental class
- R2 : Control Class
- X : treatment
- T3 : Posttest Experimental class
- T2 : posttest control class

Population and Sample

This research will be conducted on third semester students of English study program in university of Pasir Pengaraian. They are 38 people. There are 20 students at class A and 18 students at class B. All of the students will be the population of this research. They are also the representative of the sample of research. In other word, population and sample are same. Determining in which class as experimental and control class, the researcher was use lottery. Both classes used the same techniques, material, and time allocation in teaching learning process. The different was only on the treatments.

FINDING AND DISCUSSION

Data Analysis

Data was taken in this research are thirty eight students which consist of twenty students in class A (control class) and eighteen students in class B (experimental class). The result of posttest was analyzed by formula to determine normality and homogeneity

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data. It would be used to determine t-calculated/t-test. The result of t-test was used to find out the effect of treatment on students' skill. All data were analyzed statistically in the table below;

Table 2
The Result of Post-Test
t-test for Equality of Means

		F	Sig.	T	df	Sig. (2-tailed)
The combination	Equal variances assumed	2.571	.120	4.761	29	.000
	Equal variances not assumed			4.503	20.371	.000

The table.2 shows that the results of sig 2 tailed less than alfa which sig2 tailed=0.00 and alpha 0.05, means that HO is rejected and Ha is accepted. It means that there is significance effect pronunciation ability of students who are taught by Audio lingual method than who are taught by conventional technique

Pre-Requisite Test

1. Normality Test

After gathering the data from both experimental and control class, the researcher analyzed normality data. The normality test aimed to examine the assumption whether data are normal distribution. The result of Normality test can be seen on the following table;

Table 3

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Gabungan	A	.172	18	.166	.915	18	.107
	B	.285	13	.005	.804	13	.008

a. Lilliefors Significance Correction

The result of Kolmogorov-Smirnov test (K-S test) shows that the Asymp. Sig. (2-tailed) was bigger than α 0.05. It means that all of the data were normal distribution either in experimental class or Control class. It can be seen in appendix 4 (page 18).

2. Homogeneity Test

The aim of homogeneity test is to obtain whether the variances of samples are homogenous or not. The *Levene* formula is used for testing variance of samples. The result of homogeneity test can be seen on the following table;

Table 4
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
The combinati on	Based on Mean	2.571	1	29	.120
	Based on Median	.556	1	29	.462
	Based on Median and with adjusted df	.556	1	21.642	.464
	Based on trimmed mean	2.581	1	29	.119

3. Hypothesis Test

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The aim of this research was to find out whether students who are taught by audio-lingual method have better pronunciation than those who are did not taught by audio-lingual method. Since the data were homogenous and normal distribution, the research continued analyzing by using parametric test; Independent T-test. The criteria of the hypothesis of this research are stated as the following;

Hypothesis Statistic is as follows:

$$H_0 : \tau_1 = \tau_2$$

$$H_a : \tau_1 \neq \tau_2$$

1. H_0 is accepted if the value of significance greater than alpha 0.05 or it can be said that students who are taught audio-lingual have same pronunciation than those who are taught by Conventional at third semester students of English Study Program of University of Pasir Pengaraian.
2. H_a is accepted if the value of significance less than alpha 0.05 or it can be said that students who are taught by audio-lingual have significant effect pronunciation than those who are taught by conventional technique at third semester students of English Study Program of University of Pasir Pengaraian.

To know whether hypothesis of the research was accepted or not, the researcher will used t test among experimental and control class by comparing students' score between experimental class and control class.

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CONCLUSION AND SUGGESTION

Based on data analysis the result of students' scores was homogeneous and normal distribution. It will be computed t-test to find out whether students who are taught by audio-lingual method have significant effect Pronunciation than those who are taught by conventional technique. So the conclusion is student pronunciation is better taught by audio-lingual method than taught by Conventional technique.

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