



**THE USE OF AUDIOLINGUAL METHOD IN TEACHING
EXPRESSIONS PRONUNCIATION IN INTERPERSONAL
DIALOGUE**

**(An Action Research Given to the Year Ten Students of SMA Negeri 14 Semarang
in the Academic Year of 2009/2010)**

a final project

submitted in partial fulfillment of requirements
for the degree of *Sarjana Pendidikan*
in English

by

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2010

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“Don’t be sad, indeed Allah is with us” (Qur’an, At Taubah : 40)

“Kunci Sukses : Mau, Mampu, dan Menyempatkan”

(Abah Kyai Masyrokhan)

“Keep on getting *sholawat* in your life”

This final project is dedicated to:

1. My beloved parents, Budiman and Wasilah
2. My beloved teachers, Abah Kyai Masyrokhan, KH. Syaikhun and Simbah Gito
3. My adorable Brothers and Sisters, *Kange & Mbae* in Aswaja Islamic Boarding School
4. My “Light of Superiority”
5. My friends in D Parallel Class '05, Harmony Community, Addurota, Adduroti, Madin Aswaja, PP Aswaja Board Manager



PERNYATAAN

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saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi dan pemaparan/ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/tugas akhir/final project ini membubuhkan tanda tangan keabsahan, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini digunakan seperlunya.

Semarang, Februari

2010

Yang membuat pernyataan

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ABSTRACT

Saefurrohman, Arif. 2010. *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).* Final Project. English Department, Faculty of Language and Arts, Semarang State University. First Advisor: Dr. Abdurrachman Faridi, M. Pd, Second Advisor: Novia Trisanti, S. Pd, M. Pd.

Keywords: Audiolingual method, Expression Pronunciation, Interpersonal Dialogue

This study is about teaching pronunciation using audiolingual method in year ten students of SMAN 14 Semarang. The objectives of this study are to discuss, explain and describe the use of audiolingual method in teaching expressions pronunciation in interpersonal dialogue and to find out whether the use of audiolingual method is effective in teaching expression pronunciation in interpersonal dialogue.

In this action research, the writer tried to develop the idea that students pronunciation quality would improve through audiolingual method that requires the students to practice and pronounce the words regularly. Then the writer tried to gather the data and tried to find out the result by doing research during period of time.

In constructing this study, the writer collected that data through the following steps, making general plan, giving a pre test, treatment activities including monitoring (taking notes) reflecting (how the students progressed), and rethinking (planning the next action) and giving a post test. This action research was conducted in two cycles. Each cycle consisted of three activities; they were pre test, treatment, and post test. The subject of this study was 36 students who were the members of X-1 of SMAN 14 Semarang. The pre test and post test were in the form of a list of expressions, the total was 30 items, including expression of thanking, expression of complimenting, and expression of congratulating.

The data analysis of this study was descriptive qualitative and a bit of quantitative measurement to find the mean and concluding the research finding. Based on the result of the analysis of pre test and post test, the writer found that the students' achievement on pronunciation had improved. The students' achievement in post test was higher than pre test. The average numbers in each step was increasing; 4.6 in the pre test, then became 5.3 in the test of cycle 1. At the end, the score was 6.5 in the last post test.

Based on this study, it 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. It is suggested to the teachers to do this method as one of alternative teaching methods in the classroom.

ACKNOWLEDGMENT

First of all, the writer would like to give his big gratitude to Allah the almighty for the blessing, power, pleasant, and way of ease during the process of writing this final project. He also wants to express his greeting and salutation to Allah's messenger Muhammad SAW whom the writer admire as the best leader and figure to all the people in this world.

The writer would like to give his deepest gratitude and greatest appreciation to Dr. Abdurrachman Faridi, M. Pd., as first advisor, and Novia Trisanti, S. Pd, M. Pd., as the second advisor for their great patience, guidance, advice and suggestion from the beginning until this final project has been completed.

The writer also wishes to express his gratitude to all lecturers of English Department for providing with knowledge during the writer's study in Semarang State University.

The writer's appreciation also forwarded to Drs. Wagino Sunarto, headmaster of SMAN 14 Semarang for allowing the writer to conduct a research in the school. Laksi Setiyorini, S. Pd, the English teacher of SMAN 14 Semarang and the year ten students of SMAN 14 Semarang for helping the writer during the research.

The writer's greatest gratitude is for his beloved parents, Budiman and Wasilah, and all his families for their endless loving care, prayer, support and biggest motivation to the writer.

To all the writer's friends at English Department, especially D Parallel Class '05 (Congex, Ojenk, Gani, Iska, Lia, Fany, Ana, Elin, etc.). The writer wants to say thanks for keeping him cheerful in this college, giving him big spirit and helping him much during the process of completing this final project.

Then, the writer is grateful to all the members of Aswaja Islamic Boarding School, *Mbae* and *Kange*, "*Pengurus Putra*" Room (Pak De, Kg Ardi, Kg Ahsan, Kg Ahsin, etc), *Hadroh Addurota* "Voice of Aswaja", *Hadroh Adduroti*, Madin Aswaja, Harmony Community who always gives motivation for him in finishing this final project.

The writer realizes that there are still many mistakes or shortages in this final project, so that the writer will be appreciating for correction, comments, and criticism that could improve this final project.

The Writer

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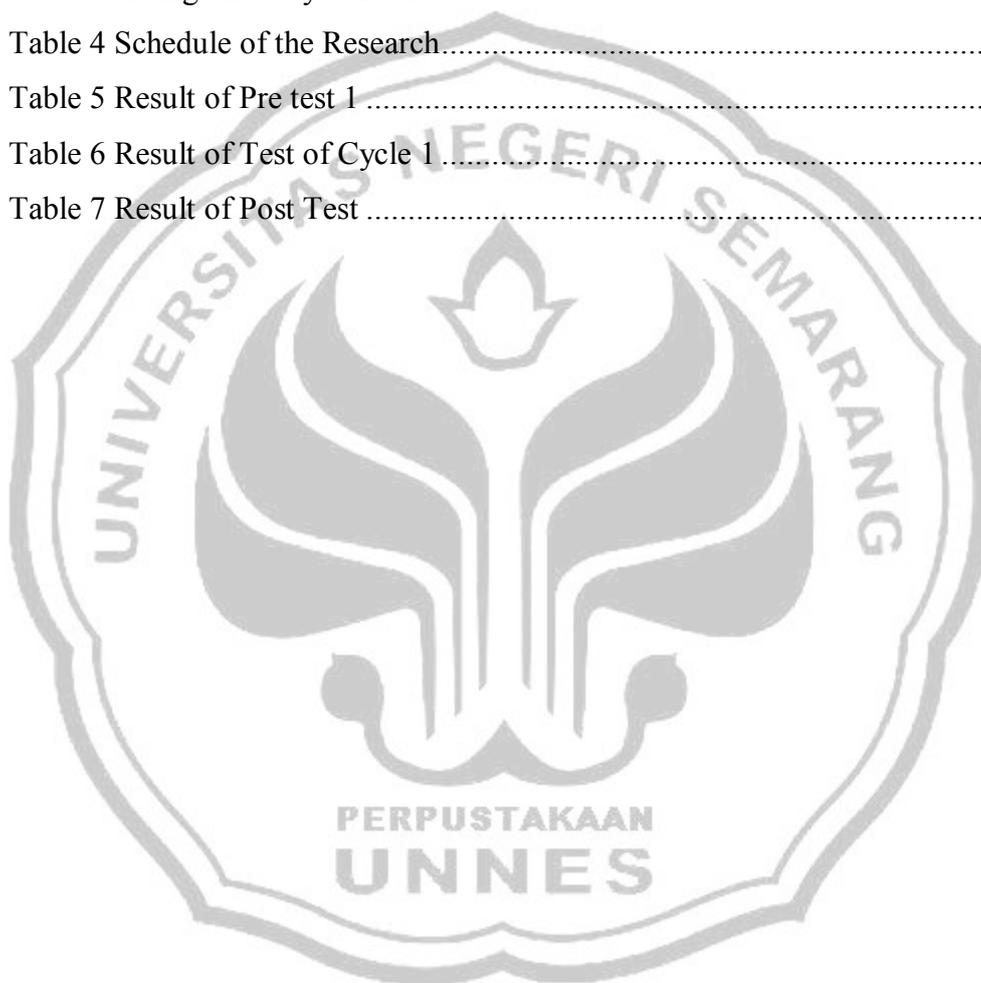
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

As a *zoon politicon* creature, in fact, one cannot fulfill his or her own daily needs. He or she needs other people to exchange information or *goods and service* that become his or her necessities. Therefore, in order to give or to demand information or *goods and service*, he or she must be able to communicate with others.

“Communication is the process of transferring information from a sender to a receiver with the use of a medium in which the communicated information is understood by both sender and receiver. It is a process that allows organisms to exchange information by several methods” (<http://en.wikipedia.org/wiki/Communication>). So, we can say that communication consists of transmitting information from sender(s) to receiver(s). But, it is not only about sending or receiving information, in the fact; people usually do two ways of communication. Two ways of communication means that a communication itself only can be done if both of sender(s) and receiver(s) take turn in speech roles of communication. In this case, language has played an important role in communication among people.

Learning English as part of universal language is a common thing nowadays. Many people from different countries learn English; furthermore they acquire it in order to take part in international network. Considering its important role in connecting people with the different background of language, gathering information, and getting better knowledge, it is important for people all over the

world to learn this language and acquire it in order to be able to communicate each other.

For this reason, English has been taught in many countries throughout the world, including Indonesia. In Indonesia, English is not only considered to be the first foreign language but it is taught as a compulsory subject from elementary school up to senior high school.

As mentioned in School Based Curriculum (2006), teaching English in senior high school as the continuance from junior high school has a goal in order that students can reach informational level of literacy, develop the competence of communicating both in oral or written, beside to access the knowledge, because they are prepared to continue the study to the university.

English consists of four base competencies; they are reading, writing, listening and speaking. According to School Based Curriculum, those four competencies must be given in the process of learning English in elementary school, junior high school and senior high school.

Speaking as one of competencies has to be taught to the students of senior high school. In speaking skill, students sometimes have problems in producing utterances in English since the utterances do not exist in their first language.

It has not always been easy for the students to learn speaking of a second or foreign language. The students sometimes make mistakes in speaking a second or foreign language. As Glenn (2003:24, 25) states:

Learning to speak a second or third (non-primary) language is different from acquiring a primary language or languages. The speaker must first decide what to say, be able to articulate the words, and create the physical sounds that carry meaning. Second language learners therefore need

knowledge of the language they wish to speak, an understanding of the phonetic structure of the language at the level of the individual word, and understanding of intonation.

When teaching speaking, a teacher should pay attention to pronunciation because making mistakes in pronouncing English words will lead to misunderstanding between the speaker and the listener. So, a teacher is supposed to teach at least pronunciation, stress, and intonation as Ramelan (2003: 22) said that there are two speech features: (1) Segmental Features which refer to *sound units* or *pronunciation*; and (2) Suprasegmental Features which refer to *stress*, *intonation*, *pitch*, etc.

English language learners need to practice more in pronouncing the words regularly, especially the words with sounds that do not appear in their first language. The role of practicing here is to make them get used to pronouncing new words correctly.

In order to improve the students' quality of pronunciation, a teacher of English should teach by using effective method. Here the writer proposes audiolingual method as an alternative method of teaching pronunciation especially expressions pronunciation in interpersonal dialogue.

1.2 Reasons for Choosing the Topic

The reasons for choosing the topics are as follows:

- (1) One of non native speaker common problems in studying English is the pronunciation because they are not accustomed to practice speaking English.

So, here the role of audiolingual method is very important, because it emphasizes on the drilling of pronouncing expressions used in interpersonal dialogue

- (2) According to School Based Curriculum, one of the areas in learning English in senior high school is ability to understand or produce both written and spoken text which is realized in four language skills, those are listening, speaking, reading, and writing cohesively. This study is focused to the teaching of pronunciation, which is one of speaking skill elements.
- (3) The materials of interpersonal dialogue are mentioned in the basic competence of School Based Curriculum, it is in the year ten of senior high school.

1.3 Statements of the Problem

The problems that will be discussed in this study are:

- (1) How is the use of audiolingual method in teaching expressions pronunciation in interpersonal dialogue?
- (2) Is the use of audiolingual method effective in teaching expression pronunciation in interpersonal dialogue?

1.4 Objectives of the Study

Based on the problems stated above, the objectives of this study are:

- (1) to discuss, explain and describe the use of audiolingual method in teaching expressions pronunciation in interpersonal dialogue, and

- (2) to find out whether the use of audiolingual method is effective in teaching expression pronunciation in interpersonal dialogue

1.5 Significance of the Study

The writer hopes that the result of his study will be useful for English pedagogy especially for the teaching of pronunciation.

For the English learners, after reading this study, it is hoped that they will know one of methods in learning expressions pronunciation used in interpersonal dialogue, then they can apply it, and their pronunciation will be better than before.

For the English teachers, it is also hoped that by knowing audiolingual method, they will be able to teach expressions pronunciation used in interpersonal dialogue effectively, so at least it will decrease quantity of students who mispronounce the expressions used in interpersonal dialogue.

For other readers, it will show that there is a method of teaching expressions pronunciation in interpersonal dialogue called audiolingual method.

1.6. Limitation of the Study

In this final project, the writer limits his study on two points:

- (1) In order to avoid the vast area of using audiolingual method in teaching expressions of interpersonal dialogue, as in the writer's discussion before, his study concerns only in the pronunciation as the common problem of learning a dialogue.
- (2) This study is only for the year ten students of SMA Negeri 14 Semarang who are considered to have a problem of pronunciation.

1.7. Outline of the Study

This final project is divided into five chapters. Each of them can be explained as follows:

The first chapter is about *introduction*, which consists of background of the study, reasons for choosing the topic, statement of the problem, objectives of the study, significance of the study, limitation of the study, and outline of the study.

The second chapter presents *review of related literature*, which is about review of the previous studies, review of the theoretical study, audiolingual method, definition of audiolingual method, theory of audiolingual method, principles, techniques, procedures, pronunciation, definition of pronunciation, reasons for pronunciation problems, teaching pronunciation to the year ten students of senior high school, teaching expressions pronunciation by using audiolingual method, interpersonal dialogue, definition of interpersonal dialogue, interpersonal dialogue in school based curriculum syllabus and theoretical framework.

The third chapter gives *methods of investigation*, which contains data collection, population and sample, research instrument, scoring technique, procedure of the study, data analysis.

The fourth chapter presents *data analysis and discussion*. Finally, this is ended with *conclusion and suggestion* in the fifth chapter.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains three sections. The first section presents the previous studies in subjects related to this topic. This is then followed by the second section that talks about the theoretical reviews underlying this study. The last section describes the theoretical framework which is used as the basis of this study.

2.1 Review of the Previous Studies

In the area of teaching pronunciation, there have been a number of researchers conducted some studies. One of such studies was conducted by Farah Saufika (2008) who wrote about 'English Songs as Media for Improving Students' Quality of Pronunciation. She wanted to prove whether songs can be used as alternative instruments in pronunciation practices or not.

The next researcher working into this topic is Nur Syafaah (2008) conducted research entitled 'Reading Poems as A Strategy to Improve English Pronunciation Ability of Grade XI Language Program Students of SMA 12 Semarang'. The writer discussed about another alternative of improving students' pronunciation skill, which is by reading poems.

Maifit Khiltiyani (2008) wrote about 'Practicing Drama as A Means of Improving Students' Quality of Pronunciation. This Final Project discussed about whether or not practicing drama can be used in improving students' quality of pronunciation.

Considering all of the studies above, the writer views that there is still an area of studies that has not been explored. This area is the use of the audiolingual method as an alternative method in teaching expressions pronunciation especially in interpersonal dialogue.

2.2 Review of the Theoretical Study

This second section gives the brief description about the description of audiolingual method, the definition of pronunciation, the definition of interpersonal dialogue and the theoretical framework.

2.2.1 Audiolingual Method

2.2.1.1. Definition of Audiolingual Method

According to Larsen and Freeman (2000: 35), audiolingual method is an oral based approach. It doesn't only emphasize vocabulary acquisition through exposure to its use in situation, but also drills students in the use of grammatical sentence patterns.

Audiolingual method is aural oral method. It is the way to acquire the sentence patterns of the second language through conditioning or helping learners to respond correctly to stimuli through shaping and reinforcement.

(http://www.saskschools.ca/curr_content/hutt/esl/amtheory.htm)

Meanwhile, audiolingual method is a style of teaching used in teaching [foreign languages](#). It is based on [behaviorist](#) theory, which professes that certain traits of living things, and in this case [humans](#), could be trained through a system

of reinforcement—correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback.

<http://en.wikipedia.org/wiki/audiolingualmethod>).

From all definition above, the writer concludes that audiolingual method is aural oral method as the way to acquire the sentence patterns and vocabulary acquisition of second language through conditioning, shaping and reinforcement based on behaviorist theory.

2.2.1.2 Theory of Language

According to Richards and Theodore (1999: 49) audiolingual method is a combination of four elements; those are structural linguistics, contrastive analysis, aural oral procedures and behaviourist psychology.

First is structural linguistics which claims that each language has its own system in terms of phonology, morphology and syntax, and while learning a language is to learn its pronunciation, its vocabulary and its structures.

Another component is contrastive analysis which compares the target language with the mother tongue of the learner to detect areas of difficulties that the student may encounter.

The aural oral procedures are also one element in the audiolingual method. It claims that language learning should be done like language acquisition which means that speaking and listening should precede reading and writing.

The last one is the behaviourist psychology which claims that learning is a habit formation that has to be reinforced either positively in case of success or negatively in case of failure.

2.2.1.3 Principles

Larsen and Freeman (2000: 45) state that there are nine principles of audiolingual method:

(1) The Goals of Teacher

Teachers want their students to be able to use the target language communicatively. In order to do this, they believe students need to overlearn the target language, to learn to use it automatically without stopping to think. Their students achieve this by forming new habits of their native language.

(2) The Role of the Teacher

The teacher is like an orchestra leader, directing and controlling the language behavior of his/her students. He/she is also responsible for providing her students with a good model for imitation. Students are imitators of the teacher's model or the tapes he/she supplies of model speakers. They follow the teacher's direction and respond as accurately and as rapidly as possible.

(3) Characteristics of the Teaching and Learning Process

New vocabulary and structural patterns are presented through dialogs. The dialogs are learned through imitation and repetition. Drills (such as repetition,

backward build-up, chain, substitution, transformation, and question-and-answer) are conducted based upon the patterns present in the dialog. Students' successful responses are positively reinforced. Grammar is induced from the examples given, explicit grammar rules are not provided. Cultural information is contextualized in the dialogs or presented by the teacher. Students' reading and writing work are based upon the oral work they did earlier.

(4) Nature of Student-Teacher Interaction & Nature of Student-Student Interaction

There is student-to-student interaction in chain drills or when students take different roles in dialogs, but this interaction is teacher directed. Most of the interaction is between teacher and students and is initiated by the teacher.

(5) View of Language and Culture of Language

The view of language in the audiolingual method has been influenced by descriptive linguists. Every language is seen as having its own unique system. The system is comprised of several different levels: phonological, morphological, and syntactic. Each level has its own distinctive patterns.

Everyday speech is emphasized in the audiolingual method. The level of complexity of the speech is graded, however, so that beginning students are presented with only simple patterns. Culture consists of the everyday behavior and lifestyle of the target language speakers.

(6) Area of Language and language Skills

Vocabulary is kept to minimum while the students are mastering the sound system and grammatical patterns. A grammatical pattern is not the same as a sentence. For instance, underlying the following three sentences is the same grammatical pattern: Meg called, The Blue Jays won, The team practiced.

The natural order of skills presentation is adhered to: listening, speaking, reading and writing. The oral/aural skills receive most of the attention. What students write they have first been introduced to orally. Pronunciation is taught from the beginning, often by students working in language laboratories on discriminating between members of minimal pairs.

(7) Role of the Students' Native Language

The habits of the students' native language are thought to interfere with the students' attempts to master the target language. Therefore, the target language is used in the classroom, not the students' native language. A contrastive analysis between the students' native language and the target language will reveal where a teacher should expect the most interference.

(8) Accomplishment of Evaluation

Students might be asked to distinguish between words in a minimal pair, for example, or to supply an appropriate verb form in a sentence.

(9) Teacher's Respond to Student Errors

Student errors are to be avoided if at all possible through the teacher's awareness of where the students will have difficulty and restriction of what they are taught to say.

2.2.1.4 Techniques

Richards and Theodore (1999: 53) say that dialogues and drills form the basis of audiolingual classroom practices. Dialogues provide the means of contextualizing key structures and illustrate situations in which structures might be used as well as some cultural aspects of the target language. Dialogues are used for repetition and memorization. Correct pronunciation, stress, rhythm and intonation are emphasized. After a dialogue has been presented and memorized, specific grammatical patterns in the dialogue are selected and become the focus of various kinds of drill and pattern practice exercises. The use of drill and pattern practice is a distinctive feature of audiolingual method.

Larsen and Freeman (2000: 47) also state that there are several kinds of techniques used in audiolingual method:

(1) Dialog Memorization

Dialogs or short conversations between two people are often used to begin a new lesson. Students memorize the dialog through mimicry; students usually take the role of one person in the dialogue, and the teacher the other. After the students have learned the one person's lines, they switch roles and memorize the

other person's part. Another way of practicing the two roles is for half of the class to take one role and the other to take the other. After the dialogue has been memorized, pairs of individual students might perform the dialog for the rest of the class.

In the audiolingual method, certain sentence patterns and grammar points are included within the dialog. These patterns and points are later practiced in drills based on the lines of the dialog.

(2) Backward Build-Up (Expansion) Drill

This drill is used when a long line of a dialogue is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then, following the teacher's cue, the students develop what they are repeating part by part until they are able to repeat the entire line. The teacher begins with the part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

(3) Repetition Drill

Students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialog.

(4) Chain Drill

A chain drill gets its name from the chain of conversation that forms around the room as students, one-by-one, ask and answer questions of each other. The teacher begins the chain by greeting a particular student, or asking him a question. That student responds, then turns to the student sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill also gives the teacher an opportunity to check each student's speech.

(5) Single-Slot Substitution Drill

The teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase-called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots a sentence.

(6) Multiple-Slot Substitution Drill

This drill is similar to the single-slot substitution drill. The difference is that the teacher gives cue phrases, one at a time, which fit into different slots in the dialog line. The students must recognize what part of speech each cue is, or at least, where it fits into the sentence, and make any other changes, such as subject-verb agreement. They then say the line, fitting the cue phrase into the line where it belongs.

(7) Transformation Drill

The teacher gives students a certain kind of sentence pattern, an affirmative sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into reported speech.

(8) Question-and-Answer Drill

This drill gives student practice with answering questions. The students should answer the teacher's questions very quickly. Although we did not see it in our lesson here, it is also possible for the teacher to cue the students to ask questions as well. This gives students practice with the question pattern.

(9) Use of Minimal Pairs

The teacher works with pairs of words which differ in only one sound; for example, 'ship/sheep.' Students are first asked to perceive the difference between the two words and later to be able to say the two words. The teacher selects the sounds to work on after she has done a contrastive analysis, a comparison between the students' native language and the language they are studying.

(10) Complete the Dialog

Selected words are erased from a dialog students have learned. Students complete the dialog by filling the blanks with the missing words.

(11) Grammar Game

The games are designed to get students to practice a grammar point within a context. Students are able to express themselves, although it is rather limited in this game. Notice there is also a lot of repetition in this game.

2.2.1.5 Procedure

According to Richards and Theodore (1999: 57) since audiolingualism is primarily an oral approach to language teaching, it is not surprising that the process of teaching involves extensive oral instruction. The focus of instruction is on immediate and accurate speech; there is little provision for grammatical explanation or talking about the language. As far as possible, the target language is used as the medium of instruction, and translation or use of the native tongue is discouraged. Classes of ten or less are considered optimal, although larger classes are often the norm. Brooks (1964: 23) lists the following procedures the teacher should adopt in using the audiolingual method:

- a) The modeling of all learning by the teacher.
- b) The subordination of the mother tongue to the second language by rendering English inactive while the new language is being learned.
- c) The early and continued training of the ear and tongue without recourse to graphic symbols.
- d) The learning of structure through the practice of patterns of sound, order, and form, rather than by explanation.

- e) The gradual substitution of graphic symbols for sounds after sounds are thoroughly known.
- f) The summarizing of the main principles of structure for the student's use when the structures are already familiar, especially when they differ from those of the mother tongue
- g) The shortening of the time span between a performance and the pronouncement of its rightness or wrongness, without interrupting the response. This enhances the factor of reinforcement in learning.
- h) The minimizing of vocabulary until all common structures have been learned.
- i) The study of vocabulary only in context.
- j) Sustained practice in the use of the language only in the molecular form of speaker-hearer-situation.
- k) Practice in translation only as a literary exercise at an advanced level.

2.2.2 Pronunciation

2.2.2.1 Definition of Pronunciation

According to Dalton & Seidlhofer (1994: 1) pronunciation is the production of significant sound in two senses

Pronunciation is the act of uttering with articulation; the act of giving the proper sound and accent; utterance; as, the pronunciation of syllables of words; distinct or indistinct pronunciation. (<http://www.brainyquote.com/>.html)

Pronunciation also refers to the way a word or a [language](http://en.wikipedia.org/wiki/language) is usually spoken, or the manner in which someone utters a word. (<http://en.wikipedia.org/wiki/pronunciation>).

It is stated in Oxford Learner's Dictionary that pronunciation is the way a language or word is spoken.

From all definition above, the writer concludes that pronunciation is the manner in which someone produces the spoken language (sound) by uttering with articulation, giving the proper sound and accent, utterance, syllables of words, distinct pronunciation.

2.2.2.2 Reasons for Pronunciation Problems

The problems of pronunciation are very common when people learn second or foreign language. It happens because the learners are not getting used to the use of those language since they are accustomed to use their mother language when they are in the childhood. The pronunciation problems are also mentioned in the book of "English Phonetics" by Ramelan (1977:5-7). These problems may be caused by this following reason:

- (1) The difficulty encountered by the students in learning a second language is caused by the different elements found between his language and the target language.
- (2) Sounds which have the same phonetic features in both languages but differ in their distributions.

- (3) Similar sounds in the two languages, which have different variants or allophones’.
- (4) Similar sounds in the two languages which differ only slightly in their phonetic features.

This explanation informed us that learning a second or foreign language is not easy for students. The students need to adjust their speech organ in producing a new language. This adjustment needs an activity that will help their difficulties and encourage them to learn the new language without no fear and no doubt.

2.2.2.3 Teaching Pronunciation to the Year Ten Students of Senior High School

Teaching pronunciation does not only mean teaching speaking. It requires other language skill, such as listening. This method of teaching pronunciation, in this case audiolingual method can be applied in teaching those language skills altogether. It occurs in every level of school, including year ten students of senior high school. Of course, teaching English should be based on curriculum. The curriculum includes syllabus, competence standards, basic competence and indicators of listening and speaking for the first semester of year ten students of senior high school taken from KTSP 2006.

By conducting listening learning, students are capable to identify word or word by spoken. And by conducting speaking learning, students can practice to use the words they have listened.

2.2.2.4 Teaching Expressions Pronunciation by Using Audiolingual method

Teaching English is not easy. The teacher has to teach with efficient and understandable method. Especially in teaching expressions pronunciation, the teacher can use audiolingual method in his teaching. This method is efficient because focusing on repeating words included intonation and pronunciation.

2.2.3 Interpersonal Dialogue

2.2.3.1 Definition of Interpersonal Dialogue

According to Wijayati (2009: 38) as cited in BNSP 2006, interpersonal dialogue is a kind of text which is done for chat or courtesy. If it is done, there is no consequence among the speakers. The purpose is just for discussing something that is not too important.

Interpersonal dialogue or interpersonal conversation is a form of text which has a communicative purpose. There are other forms of text which have communicative purposes such as transactional dialogue, short functional text (spoken and written), monologue, and essay (<http://slideshare/competence>).

According to Hornby, interpersonal means occurring among or several people or interpersonal situation in which speech occurs (1987: 446), whereas dialogue means conversation or talk. From each definition, it can be concluded that an interpersonal dialogue is a conversation or talk which occurs between two or more people in order to socialize each other.

From all definition above, the writer concludes that interpersonal dialogue is a kind of text which has a communicative purpose, occurs among people or

interpersonal situation which is done only for chat or courtesy and not very important.

There are some examples of expressions used in interpersonal dialogue such as expression of greeting, expression of introduction, expression of leave taking, expression of thanking, expression of complimenting, expression of congratulating.

Table 1. Examples of Expressions

Expressions	Examples of Expressions
Expression of Greeting	<ul style="list-style-type: none"> - Good morning/afternoon/evening - How do you do? - Nice to meet you
Expression of Introduction	<ul style="list-style-type: none"> - May I introduce myself? - Hello, I'm... - My name is...
Expression of Leave Taking	<ul style="list-style-type: none"> - Well, I'm afraid I can't stay any longer. - I have to go now. Bye
Expression of Thanking	<ul style="list-style-type: none"> - Thank you - Many thanks - Thanks awfully
Expression of Complimenting	<ul style="list-style-type: none"> - That's very nice - It suits you very well - What a smart
Expression of Congratulating	<ul style="list-style-type: none"> - Congratulations - Well done! - Good old!

(Taken from: "Interlanguage" English for Senior High School Students X)

2.2.3.2 *Interpersonal Dialogue in School Based Curriculum Syllabus*

Curriculum is never static. The need to adjust to the development of education of other countries and the discoveries of new theories and knowledge help to explain this condition. The School Based Curriculum (KTSP) is the operational curriculum which is designed and done in each educational institutions or educational groups (National Education Department, 2000). The School Based Curriculum (KTSP) is an operational curriculum which is formed and practiced by each school in Indonesia (www.Puskur.net/inc/sma/BahasaInggris.pdf).

School Based Curriculum syllabus is made up by Standard Competence and Basic Competence that is developed by the school itself. There is the Standard Competence and Basic Competence of the School Based Curriculum for senior high school level.

The material of transactional and interpersonal dialogue is included in School Based Curriculum, exactly in the semester one and two of year ten of senior high school as mentioned below.

Table 2. Standard Competence and Basic Competence

Class X Semester 1

Standar Kompetensi	Kompetensi Dasar
Mendengarkan	
1. Memahami makna dalam percakapan transaksional dan	Merespon makna yang terdapat dalam percakapan transaksional (to get things

<p>interpersonal dalam konteks kehidupan sehari-hari</p>	<p>done) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/undangan, menerima janji, dan membatalkan janji.</p> <p>Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberikan instruksi.</p>
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Class X Semester 2

Standar Kompetensi	Kompetensi Dasar
<p>Mendengarkan</p> <p>1. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari</p>	<p>Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji dan mengucapkan selamat.</p> <p>Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran dan ajakan</p>

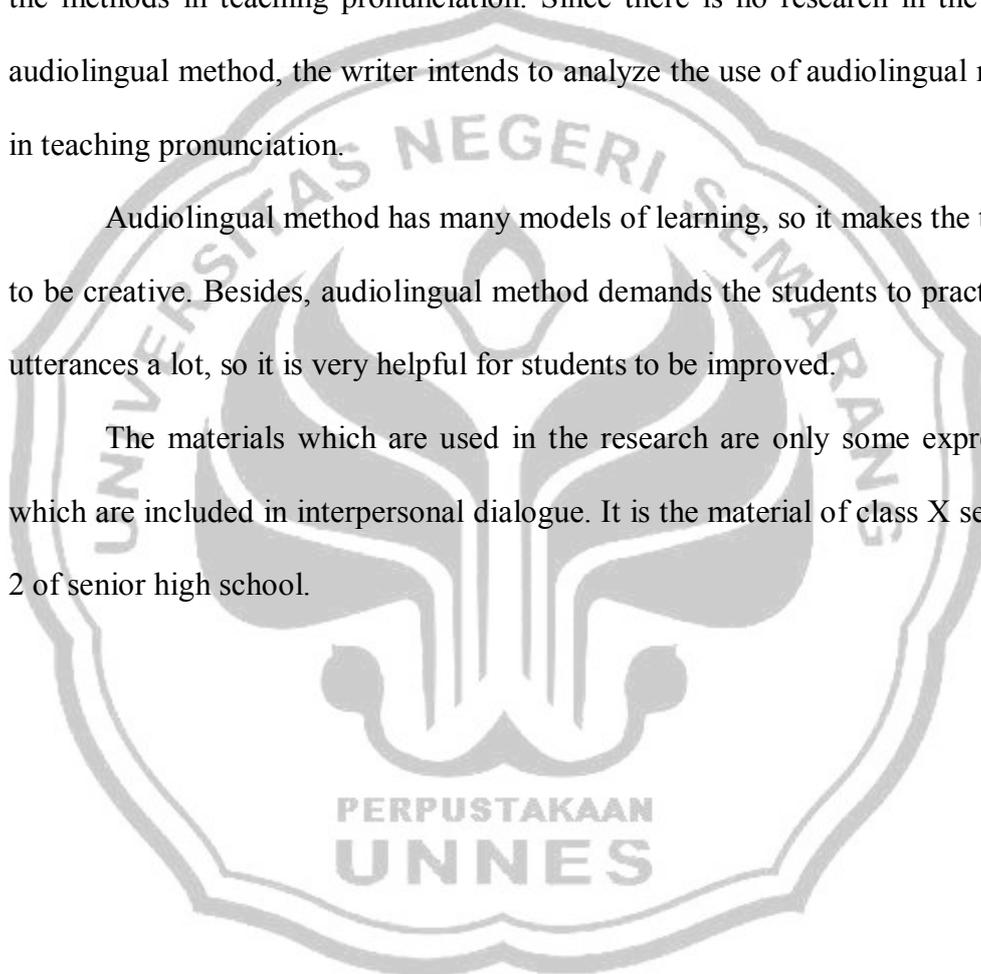
2.3 Theoretical Framework

In this part, the writer will make a brief conclusion from both previous studies and theoretical studies.

From the previous studies, there are many researchers conducted related to the methods in teaching pronunciation. Since there is no research in the use of audiolingual method, the writer intends to analyze the use of audiolingual method in teaching pronunciation.

Audiolingual method has many models of learning, so it makes the teacher to be creative. Besides, audiolingual method demands the students to practice the utterances a lot, so it is very helpful for students to be improved.

The materials which are used in the research are only some expressions which are included in interpersonal dialogue. It is the material of class X semester 2 of senior high school.



CHAPTER III

METHODS OF INVESTIGATION

In this chapter, the writer will explain in more detail the eight points of methods of investigation: subject of the study, research variable, research design, data collection, instruments of the study, scoring technique, procedure of the study, and data analysis.

3.1 Subject of the Study

3.1.1 Population

According to Tuckman (1978:227), 'The population is a group which the researcher is interested in gaining information and drawing conclusions'. The population that was used to conduct the research in this study was the year ten students of SMA Negeri 14 Semarang in the academic year of 2009/2010.

3.1.2 Sample

According to Saleh (2001: 18), sample is a part of population that can represent all the population observed. The technique to take the sample used by the writer was purposive sample. According to Saleh (2001: 20), purposive sample is done by taking the subject not based on strata, random, and quota, but from the specific purpose. Sudjana (1984: 163) said that a purposive sample is

also called consideration sample because the researcher should ask for consideration from an expert in taking the sample.

In this research, the writer took one class of year ten students of SMAN 14 Semarang based on the consideration from the English teacher.

3.2 Research Variables

“A variable is any entity that can take on different values. (Trochim: 2006). It means a variable is anything that can vary. There are two kinds of variable; they are independent variable and dependent variable. Shaleh (2001: 26) defines independent variable as follows:

“Independent variable is a variable which the relation or influence to other variable which is the main problem; will be studied”

In this research the independent variable is the use of audiolingual method in teaching expressions pronunciation in interpersonal dialogue. Meanwhile, he also defines dependent variable as follows:

“Dependent variable is the main problem which will be known the result in relation with other variable which influences”. (Saleh, 2001: 27).

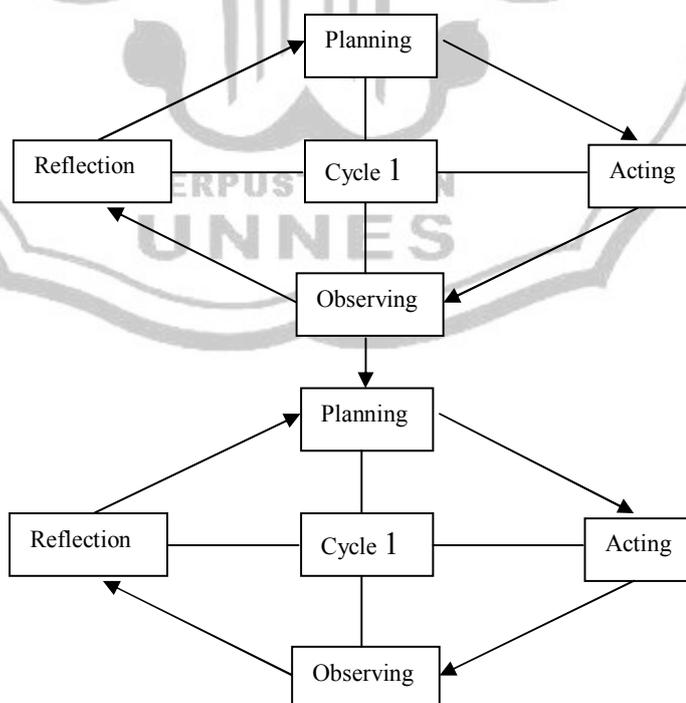
This means dependent variable depends upon the independent variable. The dependent variable of this research is the students' achievement in improving quality of pronunciation.

3.3 Research Design

The writer used action research for this final project. As it is known, action research is a research about researching an action and acting on a research, which means we come up with an idea and precede it. Meanwhile, research is about the process that is going on. At the end, when the result of the research is obtained, it is analyzed and decided about what should do about the result. This cycle will be going on and on to make an improvement on the topic or idea taken.

In this paper, the writer would like to highlight the conduction of action research on the study of audiolingual method in teaching expressions pronunciation in interpersonal dialogue. There were four steps which belong to the action research cycle that were conducted by the writer. Here is the figure of the action research cycle based on Kemmis and Mc Taggart (1992: 11).

Figure 1. Diagram of Action Research Cycle



In this research, the researcher used 2 cycles. Based on the figure above, actually in action research there are four steps in a cycle: planning, acting, observing, and reflection.

3.3.1 Planning

The first step of the research procedure is planning. This is the activity when teacher or researcher designs every step will be taken. In this step, the researcher expects to find out the problem solution and to improve students' ability.

3.3.2 Acting

This is the step where teacher or researcher conducts the plan that has been prepared. Here, teacher or researcher will do an effort to make an improvement or a change related to the topic.

3.3.3 Observing

This is an activity of observing the data have been collected during acting steps. The purpose is to know whether the improvement or the change that is expected has been reached or not. In this step, data will be collected and analyzed. There are two kinds of data collected in this study; they are qualitative data and quantitative data. In this research, qualitative data is data in form of description about the result, while quantitative data is data on form of students' scores. These data are collected during the acting process.

3.3.4 Reflecting

Reflecting is an activity of evaluating the improvement or the change of the subject of the study. In reflecting activity, researcher analyzes the improvement and the negative and the positive of the study as well. Based on the reflection, the researcher revises the previous plan for the next cycle.

3.4 Data Collection

Data refers to a collection of organized information, usually the results of experience, observation or experiment, or a set of premises. This may consist of numbers, words or images, particularly as measurements or observations of a set of variables (<http://en.wikipedia.org/wiki/data>). In a research, data must be collected containing information and facts needed for the research.

In collecting the data, the writer used several techniques. They were in form of test and non test.

3.4.1 Test

The test is used to collect the data will be conducted in the beginning and the end of each cycle. Each of them is called pre test and post test. The purposes of conducting pre test and post test are to see students' ability of pronunciation before the treatment and to see the result of the change after the treatment.

3.4.2 Non Test

Non-Test data are collected to see the information about the testee. Non-test data included field note, pronunciation record and interview.

Field notes in written information were taken by teacher or researcher during the classroom activity. It is used to know the information about students' behavior during teaching and learning process. The purpose of taking field notes is to make a written document about the situation of the classroom where action research is conducted.

Pronunciation record is an audiotape file recording students' pronunciation that was done in pre test and post test. By taking pronunciation record on an audiotape, accuracy and details of the data are expected.

Interview was done to know some information about students' understanding about the learning method given.

3.5. Instruments of the Study

Instruments are used in this research to collect data. In this research, the writer used some instruments such as pre test, post test, rating scale for the pre test and post test, interview sheet, and field notes

3.5.1 Pre Test

In this research, the writer did the pre test by recording students' pronunciation. The form of pre test was a list of 30 expressions consisting of expressions of thanking, expressions of complimenting and expressions of congratulating. The students then were asked to pronounce all the expressions.

3.5.2 Post Test

The form of post test in this research was the same as pre test, which was 30 items of expression to be pronounced by the students.

3.5.3 Rating Scale

The writer will give some assessments to the students in order to get the data. The assessments were scored by using rating scale. This rating scale is modified from oral-english rating sheet by Heaton (1974: 84).

Table 3. A Modification Rating Scale modified from Oral-English Rating Sheet by J. B. Heaton

level	Indicators
5	Has few traces of foreign accent
4	Always intelligible though one is conscious of a definite accent
3	Pronunciation problems necessitate concentrated listening occasionally led to misunderstanding
2	Very hard to understand because of pronunciation problems. Most frequently be asked to repeat
1	Pronunciation problems so severe as to make speech virtually unintelligible

3.5.2. Interview Sheet

One of the instruments will be used in this final project is interview. It means that “a test administrator and a test-taker sit down in a direct face-to-face

exchange and proceed through a protocol of questions and directives” (Brown, 2004: 167). The writer used it at the end of the research so he could know the students’ achievement of improving pronunciation quality. This kind of instrument can only be applied to few people, not all sample will take part in this interview.

There were some questions given by researcher, the questions were related to the material and the method of learning given, students’ difficulties and students’ opinion about the method. The result of the interview is used to describe the data about the students’ problem, difficulties, understanding and responses about the material and the method.

3.5.4 Field Notes (Observation Sheet)

In this study, researcher made field notes in order to get information about the situation of the classroom activities. The field notes contain observation result about students’ participation, behavior, interest, improvement and difficulties. Researcher continuously took notes during classroom activities about students’ participation, interests, or difficulties. These field notes then would be used to provide qualitative information.

3.6 Scoring Technique

In this research, the writer took score based on the quality of pronunciation produced by the students. The scoring was taken twice in each cycle; both are in pre test and post test. The scoring focused only on the students’ pronunciation of

English. The writer focused on pronunciation instead of intonation and stress because pronunciation will be the same whether in pronouncing words/phrases/sentences. The writer used pronunciation rating scale modified from Oral-English Rating Sheet by J. B. Heaton, since he only scored the quality of pronunciation.

Students were given some words, phrases, or sentences to pronounce and their pronunciation was recorded. The researcher then scored the pronunciation using the rating scale as a guideline.

3.7 Procedure of the Study

The action research was conducted in two cycles. There were four steps in action research. They were planning, acting, observing, and reflecting. In the acting steps, there were three activities conducted by the researcher. They were pre test, action or teaching and learning process and post-test. Totally, there should have been six activities for the whole of two cycles. But in this research, the test of cycle 1 was also treated as the pre test for the second cycle in order to see the improvement made in the first cycle and to decide the plan for the second cycle. Eventually, there were five activities for the whole two cycles.

Here the writer conducted three meetings of research. At the first meeting, the researcher took three of five activities that had been prepared. They were the first pre test, the first action and the test of cycle 1 that was also considered as the second pre test. The meeting was conducted for about 90 minutes. The researcher decided to conduct three activities in one meeting because he thought that it would

be more efficient and the students would not get confused of the teaching learning method given, that could be caused by the delayed time of the teaching learning process.

For the second meeting, the researcher conducted the second action. The second or final post-test was conducted in the third meeting. The whole process of the action research conducted by the researcher was as follows:

3.7.1 Cycle 1

In this study, the researcher collaborated with the English teacher to conduct the research. After discussing about the possible cause of the students' problem dealing with pronunciation, the plan of the research was prepared. The cycle consists of:

3.7.1.1 Planning

The researcher made a plan as follows:

- (1) Planning the pre test and deciding the material for teaching
- (2) Making a lesson plan based on the teaching material
- (3) Preparing teaching media such as material, tape recorder, etc.
- (4) Making the instruments to collect the data such as scoring table, interview sheet and field notes outline

3.7.1.2 Acting

In this step, the researcher conducted the plan that had been prepared. There were 3 main activities in acting process.

(1) *Pre test*

The researcher conducted a pre test to know about students' initial ability in pronouncing English words, phrases and sentences. Students were asked to pronounce some words, phrases or sentences that had been prepared by the researcher. Then, the pronunciation was recorded and scored. The researcher then analyzed the result.

(2) *Action or teaching and learning process*

Here, researcher explained about the method of English pronunciation learning that would be given. Students were taught how to improve their pronouncing skill through audiolingual method.

(3) *Post-test*

After getting drilled, students were asked to pronounce some English words, phrases or sentences again. The pronunciation was recorded and then was scored. The researcher analyzed the change of the quality of pronunciation reached by the students.

3.7.1.3 Observing

The researcher observed the activities during teaching learning process. The researcher took notes some information related to the process. They were about students' participation, behavior, interests, improvement and difficulties. The collected data was analyzed and described as a qualitative data.

3.7.1.4 Reflecting

In this step, the researcher evaluated the change of students' quality of pronunciation. The evaluation was taken by analyzing the result of the method given and the improvement of pronunciation made by students. The analysis was used to find the negative side of the method and to decide the next cycle that revises the previous one.

3.7.2 Cycle 2

This cycle was a revision for the result obtained in cycle 1. The steps in cycle 2 were similar as in cycle 1, they were:

3.7.2.1 Planning

In this second cycle, the researcher had an aim to revise the result of the first cycle. Therefore, the researcher had to analyze the difficulties or weaknesses of the first cycle. Then, the researcher planned a new revised plan of the second cycle. The plan was as follows:

- a) Planning the pre test using the same method of the first cycle.
- b) Making a lesson plan based on the teaching material
- c) Preparing teaching media such as materials, tape recorder, etc.
- d) Making the instruments to collect the data such as scoring table, interview sheet and field notes outline.

3.7.2.2 Acting

This activity was similar as the one in the first cycle. There were three activities in this step, they were:

(1) *Pre test*

The pre test for the second cycle was conducted in a same time with the test of cycle 1. In this cycle, students were also asked to pronounce some words, phrases or sentences that had been prepared by the researcher. Then, the pronunciation was recorded and scored. The result then was analyzed.

(2) *Action or teaching and learning process*

After discussing the pre test result, students were taught how to improve their pronouncing skill through audiolingual method.

(3) *Post-test*

After getting drilled, students were asked to pronounce some English words, phrases or sentences again. The pronunciation was recorded and then was

scored. The researcher analyzed the change of the quality of pronunciation reached by the students.

3.7.2.3 Observing

This activity was done during teaching and learning process. Here, the researcher observed the learning process and took some notes. Those things were done in order to get a description about the research process. Then, the description would be the qualitative data of the research. The researcher also gained information by interviewing the students and he analyzed the result of the interview and described it.

3.7.2.2 Reflecting

In this final step of cycle 2, the researcher evaluated the change of students' quality of pronunciation. The evaluated was taken by analyzing the result of the method given and the improvement of pronunciation made by students. Furthermore, the researcher would reflect the result obtained in the acting process on a term of diagram. The result of the study can be seen in the diagram.

Table 4. Schedule of the Research

NO	ACTIVITY	JANUARY													
		WEEK 1							WEEK 2						
		1	2	3	4	5	6	7	1	2	3	4	5	6	7
1	CYCLE 1														

	Pre test																	
	Treatment																	
	Test of cycle 1																	
2	CYCLE 2																	
	Treatment																	
3	Post test																	

3.8 Data Analysis

In this action research, the writer did both qualitative and quantitative analysis. The qualitative analysis is about describing data taken by the researcher during the teaching learning process. The data were obtained through interview, field notes and documented pictures. Meanwhile, the quantitative data was taken from tests and records that have been scored by using rating scale. The tests and records contained the process of students' achievement in improving their quality of pronunciation. The researcher scored the students' quality of pronunciation, counted the cumulative scores and the total average or the mean score of the cycle. At the end, the mean scores would be reflected in a form of diagram.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter contains the process of analyzing the data of the research including pre test, post test, field notes, interview and overall analysis.

4.1 Result of the Study

The study was conducted in two cycles that were done in three meetings. The first meeting consisted of two steps of action research; they were first pre test and first action. This meeting was conducted in 90 minutes. The second meeting contained test of cycle 1 that was also regarded as the second pre test and second action. The third meeting was for second post test. From two cycles, the researcher got some data as the result of the research. They are quantitative and qualitative data. Quantitative data were gained from the results of the test, while qualitative data were gained from record analysis, field notes and interview.

The quantitative data were observed by comparing the average mark of the student's improvement of pronunciation quality gained from the pre tests and post tests. Students' results were calculated in order to find out the mean of the data.

As stated by Harris (1969: 137), the formula of calculating mean is:

$$M = \frac{\sum x}{\sum n}$$

M : Mean

x : Students' marks

n : Number of students

nx : Students' mark multiplied by number of students who got
the mark

4.1.1 Analysis of First Cycle

The first cycle was conducted in two steps: pre test and first action or treatment. This cycle was conducted on January 29th, 2010. The researcher needed 2 x 45 minutes to conduct this cycle. Here, the researcher gave explanation to the students about how to improve their quality of expression pronunciation using audiolingual method (drilling), and he gave them the material to deal with. At the first time meeting, the researcher gave a pre test to the students.

4.1.1.1 Analysis of Pre test 1

The first step after introduction was giving a pre test to the students in order to measure their original quality of pronunciation. It was conducted on January 29th, 2010. This section was held in X-1 classroom of SMAN 14 Semarang. It was followed by 36 students, 15 (fifteen) males and 21 (twenty one) females. Here, the researcher gave the students lists of expressions consisting expressions of thanking, expressions of complimenting and expressions of congratulating. The number of items was 30 items. The students were to pronounce each expression loudly. He then recorded their pronunciation. As the writer mentioned in the previous chapter, the result of the pronunciation was then analyzed by using a modification rating scale modified from Oral – English

Rating Sheet on pronunciation. The result of the pre test could be seen on the table below:

Table 5. Result of Pre test 1

Level	Score (x)	Students (n)	nx	Percentage	Result
5	10				$\frac{nx}{n} = \frac{166}{36} = 4.61$
4	8				
3	6	11	66	30.56%	
2	4	25	100	69.44%	
1	2				
Total (Σ)		36	166	100%	

Based on the table above, the result of average or mean of the students test was 3.7. Twenty five students were at level 2 and eleven others were at level 3. It means half of them were still weak in pronunciation and half others had had better pronunciation. The nine students who achieved level 3 had better pronunciation. They could pronounce at least 30-40% of the words given correctly. Meanwhile, the students who achieved level 2 could only pronounce 20-25% of the words given correctly. Their dialect was also still influencing their pronunciation.

When the students were doing the pre test, the researcher noted down some points that might be causes of their weaknesses in pronunciation. First, the researcher observed that most of the students were not used to the words given by the researcher. On the other hand, some of them did not find any right way to learn to pronounce the words correctly. Then, those things would become the

researcher's consideration to decide the next steps. After doing the first pre test, the researcher conducted a treatment to the students. After considering some points related to the pre test, the researcher decided to introduce the method he would give to the students slowly and carefully. He firstly introduced and gave an explanation about they were going to do after the pre test and what was its relationship with the pre test they had done before.

The researcher used audiolingual method by drilling the students in practicing a dialogue and focusing on the pronunciation of expressions of thanking, complimenting and congratulating. At first, the researcher started the dialogue line per line and he wanted the students to repeat after him. The researcher then focused on the pronouncing of expression of thanking, complimenting and congratulating and repeated them for several times. The students then repeated after the researcher. After some repetitions of the activity were done, the post test of the first cycle then would be conducted in the second meeting.

4.1.1.1 Analysis of Test of Cycle 1

The test of cycle 1 was conducted in the second meeting. In this case, the test of cycle 1 would be considered as the pre test for the second cycle. This was aimed to find the correlation between the previous and the next cycle. The activity done in the test of cycle 1 was the same one done in the first pre test. This was done in order to see the improvement that had been achieved by the students after the treatment. The result of the test of cycle 1 can be seen in the table below

Table 6. Result of Test of Cycle 1

Level	Score (x)	Students (n)	Nx	Percentage	Result
5	10				$\frac{nx}{n} = \frac{192}{36} = 5.33$
4	8	7	56	19.44%	
3	6	10	60	27.77%	
2	4	19	76	52.79%	
1	2				
Total (Σ)		36	192	100%	

There were some improvements of the result achieved by the students. There were seven students who achieved level 4, ten students achieved level 3 and nineteen students were still at level 2. Seven students had improved their quality of pronunciation after the treatment. They had pronounced the same expressions given in test of cycle 1 better than in pre test. Meanwhile, from the amount of 11 students who were at level 3 in the pre test, there were still 10 students at that level. So there was an increasing. The amount of the students at level 2 was decreasing from 25 students in pre test became 19 students in test of cycle 1.

The result showed that the students began to understand the method of learning given. They slowly learnt the method of teaching pronunciation by audiolingual method. But the researcher still found some weaknesses in the result. The students' pronunciations were still influenced a lot by their dialect and they still found difficulties to imitate the pronunciation correctly because of the limited time. It means that they had not improved a lot.

According to the result of t the test of cycle 1, the researcher decided to conduct the second cycle. As this the test of cycle 1 was considered as the pre test for the second cycle, the researcher did not have to do another pre test. He only had to decide the activities that would be done in the treatment of the second cycle.

4.1.2 Analysis of Second Cycle

The second cycle was also conducted in three steps: pre test, treatment and post test. Since the pre test had been done in the same time with the test of cycle 1, the researcher would only do the treatment and post test.

The treatment of the second cycle was conducted on Saturday, January 30th 2010. In this meeting, the researcher only conducted pre test and treatment.

From the result of the first, the researcher could see that the students had improved in pronouncing the words, but they still found some difficulties in learning the method. It could be caused by the limited time to practice or their lack of concentration during the learning process. From the things above, the researcher tried to revise the method he had used in the first treatment.

Not like in the first treatment, in this second cycle, the treatment was in various ways. Actually there were many kinds of drilling in audiolingual method. At first, the researcher asked the students to imitate the dialogue containing expressions of thanking, expressions of complimenting and expressions of congratulating (*repetition drill*). After that, he focused only on the line of expressions used in the dialogue (*backward build up drill*). The researcher then

repeated the expression and imitated by the students. The next step, the researcher gave some other example of expressions so the students were familiar with the expressions. Students were to substitute the expressions with other example, and then to repeat the sentence again using new expressions. (*single slot substitution drill*).

After that, the researcher began the chain of conversation by greeting a particular student, or asking him a question. That student responded, then turns to the student sitting next to him. The first student greeted or asks a question of the second student and the chain continued (*chain drill*).

The researcher did the various kinds of drilling for many times until he was sure that the students could imitate his pronunciation correctly. At the end of this meeting, he had a discussion with the students about the activity they had done that day. Meanwhile, the second post test was not done in the same day. It would be done in the next day because the time was not enough.

4.1.2.1 Analysis of Post test

The post test of the second cycle was conducted on Monday, February 1st 2010. At the beginning of the meeting, the researcher reviewed the activity they had done in the previous meeting for a while. Then, he started to do the post test. The post test was done in the same way with the test of cycle 1 and pre test. The students were given list of expressions including expression of thanking, expression of complimenting and expression of congratulating and they were asked to pronounce them loudly. Their pronunciations were recorded and then

were analyzed. The researcher gave the students the same expressions with the first pre test and post test. It was determined to find out students' improvement by checking their quality of pronunciation they produced. The result of post test 2 can be seen in the table below:

Table 7. Result of Post Test

Level	Score (x)	Students (n)	nx	Percentage	Result
5	10				$\frac{nx}{n} = \frac{238}{36} = 6.55$
4	8	21	168	58.33%	
3	6	5	30	13.89%	
2	4	10	40	27.78%	
1	2				
Total (Σ)		36	238	100%	

There were some improvements of the result achieved by the students. It can be seen by the increasing average or mean score obtained by the students. There were twenty one students who achieved level 4, five students achieved level 3 and ten students were still at level 2. Seven students had improved their quality of pronunciation after the treatment. They had pronounced the same expressions given in post test better than in pre test. Meanwhile, from the amount of 19 students who were at level 3 in the pre test, there were still 10 students at that level. So there was an increasing. The amount of the students at level 2 was decreasing from 10 students in pre test became 5 students in post test.

4.1.3 Analysis of Field Notes

There were two kinds of data taken in this research. They were quantitative and qualitative data. Quantitative data was used to find out whether there was any improvement done by the student by measuring the average or mean of the result. Qualitative data contained of field notes and interview conducted by the researcher. Field notes is a qualitative data used to describe the whole process of the research including classroom situation, students' participation and interests and students' difficulties.

4.1.3.1 Students' Participation and Interests

In the first meeting, the students participated well and they were cooperative in this activity. They showed curiosity about what they were going to experience. When the researcher explained about the activity they were going through, some of them could not catch it and they asked for more understandable explanation. It means that the students had curiosity and interests about the activity. When the researcher conducted the first cycle, the students were getting interested because the method used in this activity. In this case, the researcher used audiolingual as the method. The students seemed enthusiastic to the method, since the method was not taught before by their teacher, they were active. When they were asked to imitate the teacher's pronunciation, they did it well. They were very participative in doing this activity.

4.1.3.2 Students' Difficulties

The researcher observed that students had some reasons why they found it difficult to study English. Some students admitted that they do not like English because they felt difficult to learn English. They felt hard to memorize all the structures and vocabularies in English. Some others were interested in English but they had not found a better way to learn it. Related to English pronunciation, the research noted down about students' difficulty in learning and practicing English was because they had limited vocabularies. So, when they found new vocabularies they had not known before, they would not know how to pronounce them. Some students were also still nervous when they were asked to speak or to read something aloud. Their pronunciations were still influenced by their local dialect or accent which caused their English pronunciation were intelligible. From the whole factors, the main difficulty in learning English was time and partner lacking. Students did not have extra time to learn English. They also did not find partner to practice speaking or pronouncing English words.

4.1.3.3 Classroom Situation

When the researcher explained that he would do the research, the students were in full attention, they listened the explanation carefully. There were only some students who did not pay attention, especially male students. There were some students who asked the questions about what would be done in the research.

Generally, in the pre test the students could be controlled, and the research went well. The recording of each student was not undisturbed by other students,

because the researcher wanted only one student in the class to be recorded, and asked the others to be in the outside of the classroom.

It also happened in the treatment; the students paid their attention to the researcher. When they felt confused or wanted the researcher to repeat the pronunciation, students would ask questions. They did it nicely. Nobody was shouting, noising, or asking the questions roughly. This situation went on until the activity finished.

4.1.4 Analysis of Interview

Besides observing and making notes of the learning process, the researcher also conducted interview with the students. The interview was aimed to find out students' interests in English, what they got from the learning, their difficulties in the learning process, and their opinions about the method used in the learning and teaching process.

Some students said that they like English. Their reason was that because English was one of international language and they thought that by studying English, they would have many advantages in the future to support their requirements for getting some jobs. Some others said that they did not like English for some reasons. First, that English was difficult to learn. Their common problem was the mastering of vocabularies, structure or grammar and how to pronounce each word well. The second reason was because they thought that studying English would be wasting time and useless and they did not know how to use it in the future.

When the researcher asked about what the students got from the research, almost all the students said that after the research, they could know some expressions of thanking, complimenting and congratulating and how to use it. Besides, they could know how to pronounce some difficult words used in the expression correctly.

The researcher then asked the students about their difficulties in the teaching and learning process of the research. Most of the students said that the difficulty was some strange words to be pronounced. There said it was difficult because some words given were strange for them. Some of them said that actually the words were popular but they did not know how to pronounce them well.

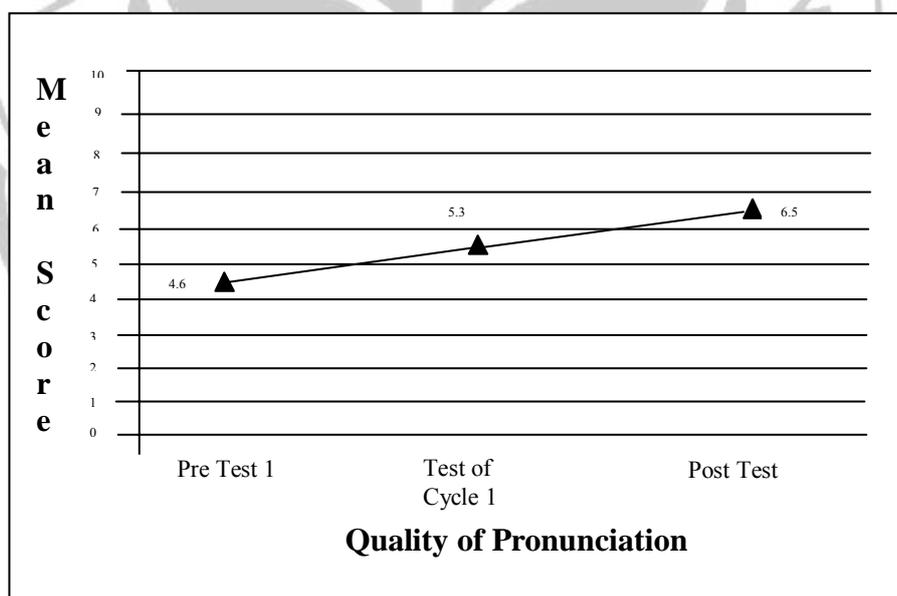
The students gave many opinions about the learning method conducted by the researcher. Most of them said that the learning method given was interesting, clear, and easy to be followed. They said that they could follow or imitate the researcher's pronunciation easily because it was done for several times. The researcher repeated the difficult words until they could pronounce them well. They also said that the words pronounced by the researcher were clear and detail so the students clearly imitated after the researcher.

The lack of the method that most the students said was the time given for the research. They said that the time given for the research was very limited while the learning of pronunciation ideally should be conducted for several times to get maximum result. Only a few students said that the method was boring.

4. 2 Overall Analysis

Here the researcher would like to explain the whole result of the research. He got data from the tests conducted in the first and second cycle. Each cycle contained of pre test and post test. The tests were all recorded and then the researcher analyzed them by using rating scale. The analysis was determined to find the average or mean of the result. By comparing the mean of each test we can conclude whether result was improving or not. In this case, the researcher found that there was an improvement started from the test of cycle 1 until the post test. This indicates that the result was improving. The whole result of the tests conducted in the first and second cycle can be seen in the following diagram.

Figure 2. Result of Students' Quality of Pronunciation Tests

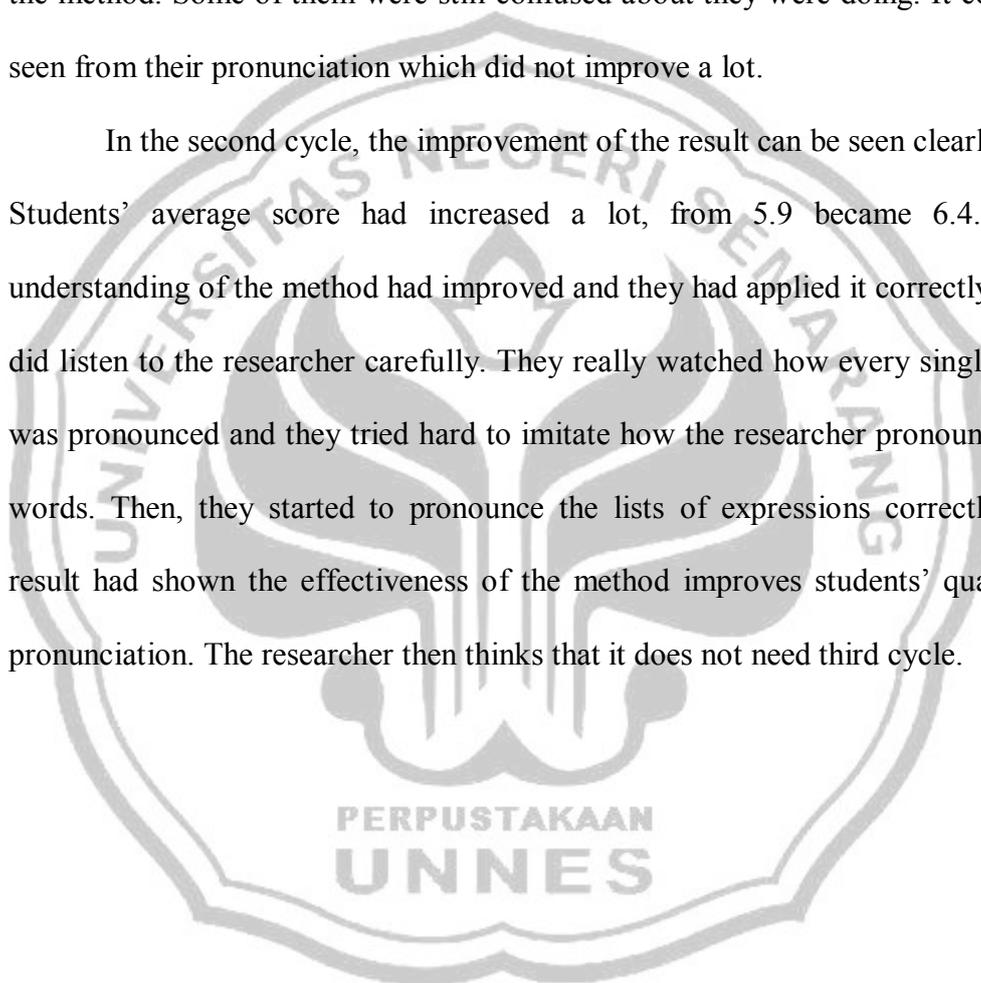


From the diagram above, we can see that the average score in every cycle is improving. At first pre test, it was 4.9. It was increasing at the test of cycle 1, it became 5.9. The result of the post test was also considered at the second post test.

The diagram shows a significant improvement of the result. It indicates that students' pronunciation is improving after applying the audiolingual method.

In the first cycle, the improvement of the result was not so big. The average score did increase, but the students did not really catch the main point of the method. Some of them were still confused about they were doing. It could be seen from their pronunciation which did not improve a lot.

In the second cycle, the improvement of the result can be seen clearly. The Students' average score had increased a lot, from 5.9 became 6.4. Their understanding of the method had improved and they had applied it correctly. They did listen to the researcher carefully. They really watched how every single word was pronounced and they tried hard to imitate how the researcher pronounces the words. Then, they started to pronounce the lists of expressions correctly. The result had shown the effectiveness of the method improves students' quality of pronunciation. The researcher then thinks that it does not need third cycle.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter will discuss the conclusion and the suggestion. There are two sub chapters discussed here, those are the conclusion based on the result of the analysis and the suggestion.

5.1 Conclusion

Based on the result of the research, the writer comes to conclusion that audiolingual method was an effective method in learning pronunciation, because it was done repeatedly and continuously, so that the students could get good and clear pronunciation of the expressions given. They said that this method is clear and easy to be followed. He also found that audiolingual method is an interesting method because it had many variations. Actually there were some variations of audiolingual method such as dialogue memorization, repetition drill, backward build up drill, single slot substitution drill and chain drill.

Based on the result of the analysis in the previous chapter, the writer could conclude that audiolingual method can be used to improve quality of pronunciation skill of year ten class of SMAN 14 Semarang. It is based on students' progress of their pronunciation ability on the post test which is compared the pre test. The average numbers in each step is increasing. It is shown

when the score is increasing from 4.6 in the pre test, then become 5.3 in the first post test. At the end, the score is 6.5 in the last post test.

5.2 Suggestions

On the basis of the result, here are some suggestions to be considered in teaching pronunciation:

- (1) Based on the result of research, it is suggested to the students to apply audiolingual method as one of methods in learning expressions pronunciation, so their pronunciation will be better than before.
- (2) Since audiolingual method is effective to improve students' pronunciation ability, it is suggested to the teachers to do this method as one of alternative teaching methods in the classroom.
- (3) It is better for the further research to conduct the research in longer period by using this method to get more accurate data.

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Appendix 1**STUDENTS' LIST**

NO	NAME
1	ADZKIA IZZATUSSHOLIHAH
2	ANIS AGUSTINA AZIZAH
3	ANJANI DWI NUR AZIZ
4	ARDIYANTO
5	ARIS FENANDY
6	ARISTA MAYASARI
7	ASMI YUNITA
8	AVITA LIANASARI
9	AZALEA NOVISA NURUL SAKINAH
10	DWI CANDRA AYU PERTIWI SUCI
11	ERMA SARAH YULISATUTI
12	ERWIN ADJI SUTAMA
13	FAJAR EKO ALFIAN
14	FERRIMA INTAN MAHARDIKA
15	GESIT PIETRA RAMADHAN
16	GILANG PRABOWO
17	JEFFRY APRILIAN SUGARA
18	KANIA HARUM KINASIH
19	KURNIA SETYANINGSIH
20	LISTIYANINGSIH
21	MEISTITA ARININDYA PUTRI
22	MUHAMMAD HADY
23	MUHAMMAD ROBITH HIDAYATULLAH
24	NICKY TANJUNG PITALOKA
25	NOVAN KURNIAWAN
26	NURUL AZIZAH PENGESTUTI
27	OKTRIANI NUGROHO DAHLIA PUTRI
28	RAHMAD BAYU AJI
29	RIZAL KURNIAWAN
30	RIZKAH PARAMITA LUPIANTO
31	SELLA PUTRA HANSYAR
32	SEPTYAN ADI PRABOWO
33	SIDIQ JAMIL
34	SUCI FATTA YANI
35	SYECHA NOVIERNA PUTRI
36	TIARA PRASTIKA SARI

Appendix 2**INTERVIEW SHEET**

NO	QUESTIONS
1	Apakah kamu suka bahasa inggris? Mengapa?
2	Apa yang dipelajari dari kegiatan ini?
3	Apakah kesulitan kamu dalam pembelajaran ini?
4	Menurut kamu apa kelebihan dari metode pembelajaran ini?
5	Menurut kamu apa kekurangan dari metode pembelajaran ini?

By H. Douglas Brown (2004: 167)



Appendix 3

Material of Expressions Expressions of Thanking

Text

Wawan : “Excuse me sir, could you help me, please?”

Mr. Rudi : “Of course, what is it?”

Wawan : “I lost my wallet while I was passing this street. Would you lend me some money for my bus ride? Here is my student’s ID card.”

Mr. Rudi : “Where do you live?”

Wawan : “It’s not far from here. It’s about 8 km.”

Mr. Rudi : “How much do you want?”

Wawan : “Rp 3.000 is enough, sir.”

Mr. Rudi : “Here you are.”

Wawan : “That’s very nice of you, sir. Thanks very much for your help. I’ll return it to you as soon as possible.”

Mr. Rudi : “You’re welcome.”

Here are more expressions of thanking:

- *Many thanks*
- *Thanks*
- *Thanks a lot*
- *Thanks awfully*
- *I’m most / very / tremendously / immensely / awfully / terribly grateful to you*
- *Thank you very much indeed*
- *I can’t tell you how grateful I am*
- *I can’t thank you enough.*
- *I would like to take this opportunity of thanking you for all the hard work you have done*
- *We are all very grateful / thankful to you for what you have done*
- *I owe you a big debt of gratitude for*

Expression of Compliment

Text

John : “Wow, you are wearing a new dress!”

Ann : “Yes. How do I look?”

John : “You look great.”

Ann : “Thank you.”

John : “Who did buy it?”

Ann : “Mom.”

John : “Why didn’t she buy one for me?”

Ann : “She bought a T-shirt for you. Just try to put it on!”

John : “Ok! Let me try it. How do I like?”

Ann : “What a charming T-shirt! You look handsome.”

John : “Thank you.”

Here are more expressions of compliment:

- *That’s very nice / smart...*
- *It suits you very well*
- *You look very smart*
- *What a smart.....*
- *You look very glamorous*
- *I must say that it is very good*

Expression of Congratulation

Text

Any : “Hi Bam, how is everything with you?”

Bam : “Not bad, how about you, Bam?”

Any : “Fine. You won the English speech contest, didn’t you?”

Bam : “Yes, but I only got the second prize.”

Any : “Wow, that’s good. Congratulation for your success!”

Bam : “Thanks.”

Any : “Who held the competition?”

Bam : “The English Department of Semarang State University.”

Any : “That’s very nice. You deserved it.”

Bam : “Thank a lot.”

Here are more expressions of congratulation:

- *Congratulations*
- *Congratulation on winning the contest*
- *Well done, Bam!*
- *Nice one, Any!*
- *Good old, Bam!*
- *Fantastic!*
- *Terrific!*
- *I must congratulate you on....*
- *Let me congratulate you on....*
- *Please accept my warmest / heartiest congratulations*
- *I’d like to congratulate you on...*
- *Allow me to offer my warmest congratulations*
- *Allow me to offer my warmest congratulation on.....*

Appendix 4**PRE TEST**

Name :

Pronounce these words/phrase/sentences correctly!

1. Many thanks
2. Thanks
3. Thanks a lot
4. Thanks awfully
5. I'm most tremendously grateful to you
6. Thank you very much indeed
7. I can't tell you how grateful I am
8. I can't thank you enough.
9. I would like to take this opportunity of thanking you for all the hard work you have done
10. We are all very thankful to you for what you have done
11. I owe you a big debt of gratitude for
12. That's very smart...
13. It suits you very well
14. You look very smart
15. What a smart.....
16. You look very glamorous
17. I must say that it is very good
18. Congratulations
19. Congratulation on winning the contest
20. Well done, Bam!
21. Nice one, Any!
22. Good old, Bam!
23. Fantastic!
24. Terrific!
25. I must congratulate you on....
26. Let me congratulate you on....
27. Please accept my warmest congratulations
28. I'd like to congratulate you on...
29. Allow me to offer my warmest congratulations
30. Allow me to offer my warmest congratulation on.....

POST TEST

Name :

Pronounce these words/phrase/sentences correctly!

1. Many thanks
2. Thanks
3. Thanks a lot
4. Thanks awfully
5. I'm most tremendously grateful to you
6. Thank you very much indeed
7. I can't tell you how grateful I am
8. I can't thank you enough.
9. I would like to take this opportunity of thanking you for all the hard work you have done
10. We are all very thankful to you for what you have done
11. I owe you a big debt of gratitude for
12. That's very smart...
13. It suits you very well
14. You look very smart
15. What a smart.....
16. You look very glamorous
17. I must say that it is very good
18. Congratulations
19. Congratulation on winning the contest
20. Well done, Bam!
21. Nice one, Any!
22. Good old, Bam!
23. Fantastic!
24. Terrific!
25. I must congratulate you on....
26. Let me congratulate you on....
27. Please accept my warmest congratulations
28. I'd like to congratulate you on...
29. Allow me to offer my warmest congratulations
30. Allow me to offer my warmest congratulation on.....

Appendix 5

SCORING TECHNIQUE
A Modification Rating Scale modified from Oral-English Rating Sheet
By J. B. Heaton

level	Indicators
5	Has few traces of foreign accent
4	Always intelligible though one is conscious of a definite accent
3	Pronunciation problems necessitate concentrated listening occasionally led to misunderstanding
2	Very hard to understand because of pronunciation problems. Most frequently be asked to repeat
1	Pronunciation problems so severe as to make speech virtually unintelligible

J. B. Heaton (1974: 84)



Appendix 6

LESSON PLAN

- Subject** : English
- Class/Semester** : X/II
- Time Allotment** : 2 x 45 minutes
- Basic Competence** : Speaking
- Indicators** : By the end of the lesson, students will be able to pronounce English words/phrases/sentences given in the text correctly and intelligible
- Media** : Text
- Learning Activities:**
- a. Building Knowledge of the Field**
 - Teacher greets the students
 - Teacher introduces himself
 - Teacher gives a pre test
 - Teacher gives students some English words/phrases/sentences
 - Students are asked to pronounce the words/phrases/sentences correctly
 - Teacher records the students' pronunciation
 - b. Modeling of the Text**
 - Teacher explains about what they are going to do for the meeting
 - Teacher explains expression of thanking by using Audiolingual method
 - Teacher perform a dialogue by using Audiolingual method (*dialogue memorization*)
 - c. Join Construction of the Text**
 - Teacher asks the students to imitate the dialogue (*repetition drill*)
 - Teacher focuses on the expression of thanking used in the dialogue (*backward build up drill*)

- Teacher repeat the expression and imitated by the students
- Teacher gives some other example of expression of thanking
- Teacher substitute the expressions with other example, then the students repeat the sentence again using new expressions. (*single slot substitution drill*)
- Teacher begins the chain of conversation by greeting a particular student, or asking him a question. That student responds, then turns to the student sitting next to him. The first student greets or asks a question of the second student and the chain continues (*chain drill*)
- This activity will be done repeatedly two or three times

d. Independent Construction of the Text

- Teacher conducts a post test of the first cycle (Pre test for the second cycle)
- Teacher gives some English words/phrases/sentences (the same words/phrases/sentences as the 1st pre test)
- Students are asked to pronounce the words/phrases/sentences aloud
- Teacher records the pronunciation
- Teacher scores the students' pronunciation based on the rating scale.

LESSON PLAN

Subject : English
Class/Semester : X/II
Time Allotment : 2 x 45 minutes
Basic Competence : Speaking
Indicators : By the end of the lesson, students will be able to pronounce English words/phrases/sentences given in the text correctly and intelligible

Media : Text

Learning Activities:

a. Building Knowledge of the Field

- Teacher greets the students
- Teacher introduces himself
- Teacher gives a pre test
- Teacher gives students some English words/phrases/sentences
- Students are asked to pronounce the words/phrases/sentences correctly
- Teacher records the students' pronunciation

b. Modeling of the Text

- Teacher explains about what they are going to do for the meeting
- Teacher explains expression of congratulation by using Audiolingual method
- Teacher perform a dialogue by using Audiolingual method (*dialogue memorization*)

c. Join Construction of the Text

- Teacher asks the students to imitate the dialogue (*repetition drill*)
- Teacher focuses on the expression of congratulation used in the dialogue (*backward build up drill*)
- Teacher repeat the expression and imitated by the students

- Teacher gives some other example of expression of congratulation
- Teacher substitute the expressions with other example, then the students repeat the sentence again using new expressions. (*single slot substitution drill*)
- Teacher begins the chain of conversation by greeting a particular student, or asking him a question. That student responds, then turns to the student sitting next to him. The first student greets or asks a question of the second student and the chain continues (*chain drill*)
- This activity will be done repeatedly two or three times

d. Independent Construction of the Text

- Teacher conducts a post test of the first cycle (Pre test for the second cycle)
- Teacher gives some English words/phrases/sentences (the same words/phrases/sentences as the 1st pre test)
- Students are asked to pronounce the words/phrases/sentences aloud
- Teacher records the pronunciation
- Teacher scores the students' pronunciation based on the rating scale.

LESSON PLAN

- Subject** : English
- Class/Semester** : X/II
- Time Allotment** : 2 x 45 minutes
- Basic Competence** : Speaking
- Indicators** : By the end of the lesson, students will be able to pronounce English words/phrases/sentences given in the text correctly and intelligible
- Media** : Text
- Learning Activities:**
- a. Building Knowledge of the Field**
 - Teacher greets the students
 - Teacher introduces himself
 - Teacher gives a pre test
 - Teacher gives students some English words/phrases/sentences
 - Students are asked to pronounce the words/phrases/sentences correctly
 - Teacher records the students' pronunciation
 - b. Modeling of the Text**
 - Teacher explains about what they are going to do for the meeting
 - Teacher explains expression of compliment by using Audiolingual method
 - Teacher perform a dialogue by using Audiolingual method (*dialogue memorization*)
 - c. Join Construction of the Text**
 - Teacher asks the students to imitate the dialogue (*repetition drill*)
 - Teacher focuses on the expression of compliment used in the dialogue (*backward build up drill*)
 - Teacher repeat the expression and imitated by the students

- Teacher gives some other example of expression of compliment
- Teacher substitute the expressions with other example, then the students repeat the sentence again using new expressions. (*single slot substitution drill*)
- Teacher begins the chain of conversation by greeting a particular student, or asking him a question. That student responds, then turns to the student sitting next to him. The first student greets or asks a question of the second student and the chain continues (*chain drill*)
- This activity will be done repeatedly two or three times

d. Independent Construction of the Text

- Teacher conducts a post test of the first cycle (Pre test for the second cycle)
- Teacher gives some English words/phrases/sentences (the same words/phrases/sentences as the 1st pre test)
- Students are asked to pronounce the words/phrases/sentences aloud
- Teacher records the pronunciation
- Teacher scores the students' pronunciation based on the rating scale.

Research Documentation

1. Pre Test



Pic. 1. The researcher is doing the pre test by recording students' pronunciation



Pic. 2. The researcher is doing the pre test by recording students' pronunciation

2. Treatment



Pic. 3. The researcher is doing the treatment by using Audiolingual Method



Pic. 4. The researcher is doing the treatment by using Audiolingual Method

3. Post Test



Pic. 5. The researcher is doing the post test by recording students' pronunciation



Pic. 6. The researcher is doing the post test by recording students' pronunciation