THE IMPLEMENTATION OF AUDIO LINGUAL METHOD TO
IMPROVE STUDENT'S PRONUNCIATION ( A CLASSROOM ACTION
RESEARCH AT THE FIRST YEAR OF SMP N 1 BANYUDONO )

RESEARCH PAPER

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CHAPTER I
INTRODUCTION

A. Background of the Study

Of the four language skills - listening, speaking, reading, and writing - speaking seems intuitively to be the most important skill to master. Its success is measured in terms of the ability to carry out conversation in an interactive process of constructing meaning that involves producing, receiving, and processing information.

Speaking is very important because by mastering speaking skill, people can carry out conversation with others, give the ideas and exchange the information with others. Hence, in speaking classroom, the learners should work as much as possible on their own, talk to one another directly and think the medium of the teacher.

Considering the explanation above, English instructors must have hard responsibility as they are demanded to have teaching strategies in order to solve the problems faced by the students in learning English. The instructors must be able to arrange their assignments effectively. They are demanded to motivate the students in order to learn English well.

English learning instructs the students to be able to use English communicatively. In other words, the students are expected to be competent users of English in communicating with others. For example, in teaching speaking, they are expected to be able to do and realize the
speech (speech act, speech function, language function) in developing the competency
are instructed to do the speech, such as opening conversation, defending the conversation, closing the conversation, and asking for help which are realized on the form of language rule (lexico - grammar) and vocabulary.

Related to that statement, teaching method becomes one of the important points on the teaching learning activities. Basically, method refers to the teaching learning approach, design and procedures. Teaching learning approach covers two specific aspects, which are the nature of lesson material and learning theory. Teaching learning design covers many aspects, which are the goal of teaching learning process, syllabus, teaching learning procedures, and student and teacher’s roles. Teaching methods are related to the technique being used by the teacher on the teaching learning activities. Three points of method which are stated above have a tied correlation one another. Teaching learning approach is the basic of design while the design becomes the basic of teaching learning procedures. To reach a good development in teaching learning process, the teacher should create various teaching techniques and need the correctness of teaching methods to improve the motivation of children. Therefore, the implementation of the technique in the process of teaching learning activities should refer to the teaching learning design and approach which is being used.

To develop student’s speaking skill is due to the gap between linguistic expertise and our teaching methodology (Stevick, 1967) in
Fauziati (2001:126). The most extreme practices of the Audio lingual Method tend to dichotomize language structure and content. The behaviorist theory of learning on which this method was based on stressed the development of automatic, conditioned responses to teacher-directed cues. Besides that, memorization of short dialogues and oral repetition of controlled structural drills became the activities through which students gained phonological and syntactic habits.

Pronunciation is one of the components in speaking skill. This component is very significant in speaking ability. Because by pronouncing the English words correctly, students are able to avoid misunderstanding among others. Therefore, it is necessary for the students to master the pronunciation in English words.

Teaching speaking is not an easy job. There are many problems in teaching speaking. First, it relates to the condition of the students who are lack of vocabulary. Second, the students get used to speak their Javanese language. Third, they rarely practice to use English to communicate. For instance, when the teacher asks them to come forward to have a conversation with their friends, they refuse it. Another problem related to the students is that they are not interested in the material given to them. Those problems are faced by the students of SMP N 1 Banyudono at the first year. The teacher sometimes can’t control the class and this situation makes them impossible to continue the learning process.
The other problem is their pronunciation, such as: in pronouncing the word “type” they pronounce it //tI:p//. The indication that we can see from the students’ difficulties in pronouncing the English words is still influenced by Indonesian pronunciation (e.g. when the students pronounce the word “sir” they pronounce //sir//).

The problems are found by the writer at the first year in SMP N 1 Banyudono. It is the responsibility of the writer as the teacher to solve those problems. The writer wants to do an action research using Audio lingual Method to find a good method in teaching English speaking class particularly in pronunciation.

Audio lingual Method is one of the methods in English teaching learning process. In this method, Audio lingual Method trains students in order to attain conversational proficiency in a variety of foreign language, and puts the emphasis on behaviorism. Audio lingual method uses repetition, replacement and answer the question to drill speaking skill especially student’s pronunciation. By Audio lingual Method, the teacher is easier to control the student’s behavior and student’s pronunciation. The teacher can serve as a model, give the stimuli, listen with a critical ear and provide the langue reinforcement to the stimuli presented. After that, the teacher can know the student’s pronunciation error at the same time, memorization of short dialogues and oral repetition of controlled structural
drills became the activities through which students gained phonological and syntactic habits.

In this research paper, the researcher takes a title” THE IMPLEMENTATION OF AUDIO LINGUAL METHOD TO IMPROVE STUDENT’S PRONUNCIATION (A CLASSROOM ACTION RESEARCH AT THE FIRST YEAR OF SMP N 1 BANYUDONO).

B. Previous Study

In accomplishing her research, the writer uses the previous research dealing with the topic of her study as her guidance. The research that relates to the writer’s study has been done by Mahadina (2005) entitled “A Study On English Pronunciation By The First Semester Students Of English Department Of Muhammadiyah University of Surakarta In 2004/2005 Academic Years’. Her research concerns with the student’s pronunciation in producing the vowel, consonant, and diphthong sounds. It focuses on how the first semester students of the English Department produce the English pronunciation.

The other research was done by Henri (2006) in “Improving Student’s Pronunciation in Speaking Class through Repetition Technique: An Action Research at the Fifth Year Students of SD N Peremulung”. She found the fact that the repetition technique is effective to improve the student’s pronunciation, and she also found some problems faced by the students, like they had difficulties in pronouncing the vowels symbols.
In the research of student’s pronunciation at the first year in SMP N 1 Banyudono, the writer describes the Audio lingual Method to improve student’s pronunciation at the first year in SMP N 1 Banyudono. The differences are located on of the learners, classroom action research and the technique to improve student’s pronunciation.

C. Problem of the Study

Based on the research background, the writer is going to discuss the research problems as follows: Does Audio lingual Method improve student’s pronunciation at the first year in SMP N 1 Banyudono?

D. Objective of the Study

Generally, the objective of this research is to improve the student’s pronunciation at the first year in SMP N 1 Banyudono; specifically, it is to:

1. describe the process of Audio Lingual Method using the native speaker’s pronunciation,
2. know whether Audio lingual Method improve the students’ pronunciation.

E. Limitation of the Study

In this research, the writer limits the problem only on student’s pronunciation by using Audio lingual Method to the students in the first year in SMP N I Banyudono 2008.

F. Benefit of the Study
The writer hopes that this research will have some benefits in the English teaching speaking learning process, especially in teaching speaking skill. There are two kinds of benefits in this research, theoretically and practically.

1. Theoretical benefit
   a. This research will enrich the study on pronunciation teaching especially on Audio lingual Method,
   b. The result can contribute to applied linguistics, particularly language teaching and phonology.

2. Practical benefit
   a. It helps the teacher increase the student’s pronunciation and help the students in increasing their pronunciation.
   b. Other teachers can adopt the technique to be implemented in their pronunciation class.

G. Research Paper Organization

In order to make this research easy to follow, the writer organizes it as follows.

Chapter I is introduction, which consists of background of the study, review of previous research, problem statement, limitation of the study, objective of the study, benefit of the study, and research organization.

Chapter II is underlying theory, involving the theories that are useful for conducting the analysis of data.
Chapter III is research method. This chapter is dealing with type of research, object of research, method of data collecting, research procedure and technique of data analysis.

Chapter IV is related to the process of the implementation of Audio lingual Method to improve student’s pronunciation, to solve the problem of student’s pronunciation and to describe the result of student’s pronunciation in using Audio lingual Method.

Chapter v is conclusion and suggestion