Improving Pronunciation of English Vowel Sounds Through Listen and Repeat Technique at MAN 1 Palu

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ABSTRACT

Penelitian ini bertujuan untuk membuktikan bahwa penggunaan teknik *listen and repeat* dapat memperbaiki pengucapan siswa dalam bunyi-bunyi vokal bahasa Inggris. Penelitian ini menggunakan desain penelitian pra-eksperimental. Populasi dalam penelitian ini adalah siswa kelas XI MIPA di MAN 1 Palu yang berjumlah 104 orang. Sampel dari penelitian ini diambil dengan menggunakan teknik *cluster sampling*. Instrumen pengumpulan data diambil melalui tes yang diberikan kepada siswa sebanyak dua kali, yaitu pre-test dan post-test. Data yang telah didapatkan dianalisis secara statistik untuk mengetahui capaian signifikan siswa dalam pre-test dan post-test. Setelah menganalisis data, hasil dari pre-test adalah 41.2 dan post-test 85.61. Hasil dari *t-hitung* adalah 19.25. Merujuk pada nilai *t-tabel* dengan mengaplikasikan *degree freedom* (df) 30 (31-1) dan tingkat kepercayaan 0.05, peneliti menemukan bahwa nilai dari *t-tabel* adalah 2.042. Hasil dari analisis data menunjukkan bahwa hipotesis diterima dihubungkan dengan analisis *t-hitung* lebih tinggi dari *t-tabel*. Ini berarti bahwa penggunaan teknik *listen and repeat* efektif untuk memperbaiki pengucapan siswa dalam bunyi-bunyi vokal bahasa Inggris, khususnya pada bunyi *monophthongs*.

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INTRODUCTION

Pronunciation, as one of language components, has a big influence toward meaningful communication (Prator, 1951). Having good pronunciation will help the students to convey their ideas, and conversely will be understood by the listeners. However, during the teaching-learning process, it is usually neglected by the teacher and more focused on the other areas of language. This idea is supported by Elliot in (Gilakjani & Ahmadi, 2011) who states, "Teachers tend to view pronunciation as the least useful of the basic language skill and therefore they generally sacrifice teaching pronunciation in order to spend valuable class time on other areas of language". On the contrary, according to (Yates, 2002), "Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect". It can be concluded that it is not enough for the students to focus only on their grammar or other areas, but also should give more attention to their pronunciation. This is because the mispronunciation will make different meaning to the listeners, and surely it will distort the messages then, it allows misunderstanding to occur.

In accordance with the statement above, pronunciation is considered as one of the most important aspects in English to achieve effective communication. Therefore, the students are expected to have good English pronunciation. In fact, many students particularly for those who use English as a foreign language find it as the difficult aspect to acquire. It is reasonable since English and Bahasa Indonesia have different sound systems. As Lado in (Yates & Zielinski, 2009) states, "The system of the sound used in English is different from those used in Bahasa Indonesia, and their differences cause difficulties for the students in learning English".

Referring to Lado's idea, there are some sounds in English that do not exist in Bahasa Indonesia. Vowel sounds are the real example of these. English has twelve vowel sounds, they are; /iː/, /ɪ/, /ʊ/, /uː/, /e/, /ə/, /ɜː/, /ɔː/, /æ/, /ʌ/, /ɑː/, and /ɒ/ whilst Indonesia has only six, they are: /a/, /e/, /ə/, /i/, /o/, and /u/ (i.e. letter e can be pronounced as /e/ or / ə /). It means that there are six vowel sounds which are absence in our language. Furthermore, it can be seen that English vowels and Indonesian vowels are also being different from vowel length phonemically. Indonesian vowels do not recognize lax and tense which do in English. Consequently, students get troubles when they pronounce the English words which contain those sounds (Rivers, 2018).

In addition, Basri and Hastini (2011:33) state, "Spelling pronunciation is the most common type of pronunciation errors for Indonesian learners of English. Spelling pronunciation itself refers to errors where a word is pronounced the way it is written". Indeed, English is recognized as an inconsistent language since there is no simple relationship between spellings and sounds. It can be found in English vowels, for example vowel letter u, which is pronounced /ʊ/ in a word put; but /ʌ/ in truck. Another example can be seen in vowel letter e

which is pronounced /e/ in word pen; but /i:/ in peel. It is different from Bahasa Indonesia which presents almost every letter in a word represents a sound. Therefore, the influence of mother tongue causes troubles to the learners.

Referring to the phenomenon above, the researcher has conducted the preliminary observation on 23rd of November in MAN 1 PALU. She asked the teacher about the students' ability in pronunciation. The teacher then explained that their ability was low. After that, she asked some students of the eleventh grade of science program to pronounce some words containing vowel sounds. In fact, they pronounced the English words as the way they are written, and of course they could not utter the sound correctly, for example: the word like "sausage" they pronounced it as the written form: /sausage/ instead of /ˈsɑːsɪʤ /, The word "saw" was pronounced the way it is written: /saw/ instead of /sɑː/.

By seeing the fact, the researcher thought that it was necessary for the teacher to apply an effective technique to solve the problem. As an effort, the researcher intended to do a research on English pronunciation by applying listen and repeat as a technique to help them to improve their pronunciation. This technique was expected to improve their pronunciation because they can use their receptive and productive skills at the same time. In receptive skill, they listen first how certain sounds are pronounced while in productive skill they repeat the sounds they heard. Besides that, she would combine the technique with minimal pairs in presenting the material in order to help them in contrasting the sounds. Hence, the teacher can train the students to pronounce the sounds correctly, and also directly assess both their utterance and accuracy in pronouncing the sounds. As a result, they get immediately feedback from the teacher.

METHOD

According to Arikunto, (2010), "Populasi adalah keseluruhan subjek penelitian". In this research, the researcher chose the eleventh grade students of MAN 1 Palu particularly for science program as the population. She chose the program based on her preliminary observation showed that their ability was low. Science program was grouped into 3 parallel classes. They are class XI IPA1, XI IPA2, XI IPA3. A number of the students are 104. In choosing the sample of this research, the researcher applied cluster sampling technique because the sample was considered homogeneous. The researcher wrote each name of the classes in the three pieces of paper and put them into a box. Then, she shook down the box and the paper that fell out was going to be the sample.

The test was used to obtain the data about the students' pronunciation of English vowel sounds before and after treatment. It covered pronunciation test in single words. The students got one point for each correct response and zero for each incorrect one. Statistically, the scoring of the test can be seen in the following table.

Table 2. Test Type and Scoring

Test Type	Number of Items	Weight	Maximum Score
Pronouncing single words	24	1	24

The pre-test was given to the eleventh grade students in order to know their basic knowledge of the English vowels particularly for single vowels or monophthongs. After giving the pre-test, the researcher applied the treatment by using listen and repeat technique. It was done for eight meetings (excluding pre-test and post-test). Each meeting took about 2 x 45 minutes. The treatment procedures were in the following table.

Table 3. Teaching Outline

Meeting	Topic	Activities	
		Teacher	Students
1st	I think the cendrawasih is beautiful. Sounds /i:/ and /ɪ/	a. Introduced the way to produce sounds /i:/ and / ɪ / b. Asked the students to listen to her while pronouncing some words containing sounds /i:/ and /ɪ/ c. Asked the students to repeat after she pronounced the words containing sounds /i:/ and/ɪ/ d. Pronounced some pairs of words and asked students to discriminate the words pronounced. e. Pronounced some pairs of words and asked students to repeat. f. Showed the student's mispronunciation.	a. Listened to the teacher's explanation then pronounced sounds /i:/ and /ɪ/. b. Listened to the teacher pronouncing some words containing sounds /i:/ and /ɪ/. c. Repeated the teacher to pronounce the words containing sounds/i:/and/ɪ/ d. Discriminated words pronounced as the same as or different words. e. Repeated pronouncing some pairs of words. f. Paid attention to their mispronunciation.
2nd	I think the cendrawasih is beautiful. Sounds/e/ and /æ/	a. Introduced the way to produce sounds /e/ and /æ/ b. Asked the students to listen to her while pronouncing some words containing sounds /e/ and /æ/. c. Asked the students to repeat after she pronounced	a. Listened to the teacher's explanation then pronounced sounds /e/ and /æ/. b. Listened to the teacher pronouncing some words containing sounds /e/ and /æ/. c. Repeated the teacher to pronounce the words containing sounds /e/ and /æ/.

		Teacher's Activities	Students' Activities
		the words containing sounds /e/ and /æ/. d. Pronounced some pairs of words and asked students to discriminate the words pronounced. e. Pronounced some pairs of words and asked students to repeat. f. Showed the student's mispronunciation.	d. Discriminated words pronounced as the same as or different words. e. Repeated pronouncing some pairs of words. f. Paid attention to their mispronunciation.
3rd	Story that I like. Sounds /ʌ/ and /ɑː/	a. Introduced the way to produce sounds /ʌ/ and /ɑː/ b. Asked the students to listen to her while pronouncing some words containing sounds /ʌ/ and /ɑː/ c. Asked the students to repeat after she pronounced the words containing sounds /ʌ/ and /ɑː/ d. Pronounced some pairs of words and asked students to discriminate the words pronounced. e. Pronounced some pairs of words and asked students to repeat. f. Showed the student's mispronunciation.	a. Listened to the teacher's explanation then pronounced sounds /ʌ/ and /ɑː/ b. Listened to the teacher pronouncing some words containing sounds /ʌ/ and /ɑː/ c. Repeated the teacher to pronounce the words containing sounds /ʌ/ and /ɑː/ d. Discriminated words pronounced as the same as or different words. e. Repeated pronouncing some pairs of words. f. Paid attention to their mispronunciation.
4th	Reviews meeting 1,2, and 3 (sounds /iː/, /ɪ/, /e/, /æ/, /ʌ/, and / ɑː/)	a. Showed some vowel sounds /iː/, /ɪ/, /e/, /æ/, /ʌ/, and / ɑː/) and gave some questions about it. b. Asked the students to give example of words containing /iː/, /ɪ/, /e/, /æ/, /ʌ/, and / ɑː/ and pronounced them correctly. c. Asked the students to pronounce some pairs of	a. Answered the questions given by the teacher. b. Gave the example of words that contain /iː/, /ɪ/, /e/, /æ/, /ʌ/, and / ɑː/ and pronounced them. c. Pronounced some pairs of words containing sounds /iː/, /ɪ/, /e/, /æ/, /ʌ/, and / ɑː/

			words containing sounds /i:/, /ɪ/, /e/, /æ/, /ʌ/, and /ɑ:/	
			d. Asked the students to read some sentences containing sounds //i:/, /ɪ/, /e/, /æ/, /ʌ/, and /ɑ:/	d. Read some sentences containing sounds /i:/, /ɪ/, /e/, /æ/, /ʌ/, and /ɑ:/
			e. Showed the student's mispronunciation.	e. Paid attention to their mispronunciation.
5th	Story that I like. Sounds /ɒ/ and /ɔ:/	a. Introduced the way to produce sounds /ɒ/ and /ɔ:/	a. Listened to the teacher's explanation then pronounced sounds /ɒ/ and /ɔ:/	
		b. Asked the students to listen to her while pronouncing some words containing sounds /ɒ/ and /ɔ:/	b. Listened to the teacher pronouncing some words containing sounds /ɒ/ and /ɔ:/	
		c. Asked the students to repeat after she pronounced the words containing /ɒ/ and /ɔ:/	c. Repeated the teacher to pronounce the words containing sounds/ɒ/ and /ɔ:/	
		d. Pronounced some pairs of words and asked students to discriminate the words pronounced.	d. Discriminated words pronounced as the same as or different words.	
		e. Pronounced some pairs of words and asked students to repeat.	e. Repeated Pronouncing some pairs of words.	
		f. Showed the student's mispronunciation.	f. Paid attention to their mispronunciation.	
6th	Care about the environment. Sounds /ʊ/ and /u:/.	a. Introduced the way to produce sounds /ʊ/ and /u:/.	a. Listened to the teacher's explanation then pronounced sounds /ʊ/ and /u:/.	
		b. Asked the students to listen to her while pronouncing some words containing sounds /ʊ/ and /u:/.	b. Listened to the teacher pronouncing some words containing sounds /ʊ/ and /u:/.	
		c. Asked the students to repeat after she pronounced the words containing sounds /ʊ/ and /u:/.	c. Repeated the teacher to pronounce the words containing sounds /ʊ/ and /u:/.	
		d. Pronounced some pairs of words and asked students	d. Discriminated words pronounced as the same as or different words.	

EDUKASI

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			to discriminate the words pronounced.	
			e. Pronounced some pairs of words and asked students to repeat.	e. Repeated Pronouncing some pairs of words.
			f. Showed the student's mispronunciation.	f. Paid attention to their mispronunciation.
7th	Care about the environment. Sounds /ɜ:/ and /ə/.		a. Introduced the way to produce sounds /ɜ:/ and /ə/.	a. Listened to the teacher's explanation then pronounce sounds /ɜ:/ and /ə/.
			b. Asked the students to listen to her while pronouncing some words containing sounds /ɜ:/ and /ə/.	b. Listened to the teacher pronouncing some words containing sounds /ɜ:/ and /ə/.
			c. Asked the students to repeat after she pronounced the words containing sounds /ɜ:/ and /ə/.	c. Repeated the teacher to pronounce the words containing sounds /ɜ:/ and /ə/.
			d. Pronounced some pairs of words and asked students to discriminate the words pronounced.	d. Discriminated words pronounced as the same as or different words.
			e. Pronounced some pairs of words and asked students to repeat.	e. Repeated pronouncing some pairs of words.
			f. Showed the student's mispronunciation.	f. Paid attention to their mispronunciation.
8th	Reviews meeting 5, 6, and 7 (sounds /ɒ/, /ɔ:/, /ʊ/ /u:/, /ɜ:/ and /ə/)		a. Showed some vowel sounds /ɒ/, /ɔ:/, /ʊ/ /u:/, /ɜ:/ and /ə/ and gave some questions about it.	a. Answered the questions given by the teacher.
			b. Asked the students to give example of words containing sound /ɒ/, /ɔ:/, /ʊ/ /u:/, /ɜ:/ and /ə/ and pronounced them correctly.	b. Gave the example of words that contain sounds /ɒ/, /ɔ:/, /ʊ/ /u:/, /ɜ:/ and /ə/and pronounced them.
			c. Asked the students to pronounce some pairs of words containing sounds /ɒ/, /ɔ:/, /ʊ/ /u:/, /ɜ:/ and /ə/	c. Pronounced some pairs of words containing sounds /ɒ/, /ɔ:/, /ʊ/ /u:/, /ɜ:/ and /ə/
			d. Asked the students to read some sentences containing sounds /ɒ/, /ɔ:/, /ʊ/ /u:/, /ɜ:/ and /ə/	d. Read some sentences containing sounds /ɒ/, /ɔ:/, /ʊ/ /u:/, /ɜ:/ and /ə/

	e. Showed the student's mispronunciation.	e. Paid attention to their mispronunciation.

The post-test was given to the students after the treatment was conducted. The purpose was to know whether the use of the technique can give significant improvement toward the pronunciation of English vowel sounds of the eleventh grade of science program at MAN 1 Palu or not.

The researcher analyzed the data from the result of the pretest and posttest statistically. She computed the individual score by using formula recommended by Arikunto (2006:308):

$$\sum = \frac{x}{n} \times 100$$

Where: $\sum$ = Nilai standar
x = Jumlah yang benar
n = Nilai maksimal
100 = Nilai tetap

The reseacher computed the students` mean score by using formula proposed by Arikunto (2002:240):

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

Where: M = Nilai rata-rata
$\sum x$ = Jumlah keseluruhan Nilai
N = Jumlah murid

Then, the researcher computed the mean of deviation of pre-test and post-test based on the formula proposed by Arikunto (2002:276):

$$M_d = \frac{\sum d}{N}$$

Where: M_d = Mean dari perbedaan pre-test dengan post-test
N = Jumlah murid

After computing the mean of deviation, the researcher determined the sigma square deviation score by using the formula proposed by Arikunto (2002:227):

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

Where: $\sum x^2 d$ = Jumlah kuadrat deviasi
$\sum d$ = Jumlah deviasi
N = Jumlah murid

Finally, to know the result of the test was significant or not, the researcher then applied t-test formula to show if there was significant difference between the mean achieved in the pre-test and post-test. The formula was quoted from Arikunto (2002:275):

$$t = \frac{M_d}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Where: t   = Jumlah t-test yang ingin diketahui

M_d = Mean dari perbedaan pre-test dengan post-test (posttest – pretest)

$\sum x^2 d$ = Jumlah kuadrat deviasi

N   = Jumlah siswa

1   = Nomor tetap

RESULT AND DISCUSSION

The researcher conducted the pre-test on February 11th 2013. The purpose was to know the students` ability before treatment. The results of pre-test can be seen in table 4.

Table 4 The Result of Pre-test

No	Initial name of the students	Score	
		Raw (0-24)	Standard (0-100)
1	Asm	11	45.83
2	Aul	7	29.16
3	Amr	12	50
4	Ekl	10	41.66
5	Ery	6	25
6	Ftm	6	25
7	Fzh	7	29.16
8	Fkd	9	37.5
9	Hmd	13	54.16
10	Ikd	13	54.16
11	Jnk	12	50
12	Kmr	13	54.16
13	Mrt	6	25
14	Mkm	10	41.66
15	Mrk	10	41.66
16	Rhw	13	54.16
17	Mlm	11	45.83
18	Mtm	12	50
19	Nfy	8	33.33
20	Ngs	6	25
21	Nym	6	25
22	Qdr	11	45.83
23	Rfd	12	50
24	Mhz	8	33.33
25	Rtf	10	41.66

26	Rmd	10	41.66
27	Rmw	10	41.66
28	Syt	14	58.33
29	Smn	9	37.5
30	Upw	10	41.66
31	Uth	11	45.83
Total		306	**Σ x = 1274.89**

Based on the table above, the highest score of students in the pre-test was 58.33 and the lowest score was 25. Having calculated the pre-test score, the researcher then counted the mean score of the students by applying the formula proposed by Arikunto as stated previously. All of the standard scores of the students were added and then divided with the number of the students.

The post-test was given on March 9th 2013. It was conducted to know the students` ability after treatment. The results of post-test showed whether the technique gave significant improvement or not. It can be seen in table 5.

Table 5 The Result of Post-test

No	Initial name of the students	Score	
		Raw (0-24)	Standard (0-100)
1	Asm	19	79.16
2	Aul	22	91.66
3	Amr	22	91.66
4	Ekl	19	79.16
5	Ery	20	83.33
6	Ftm	19	79.16
7	Fzh	19	79.16
8	Fkd	21	87.5
9	Hmd	23	95.83
10	Ikd	19	79.16
11	Jnk	16	66.66
12	Kmr	18	75
13	Mrt	22	91.66
14	Mkm	16	66.66
15	Mrk	22	91.66
16	Rhw	24	100
17	Mlm	22	91.66
18	Mtm	22	91.66
19	Nfy	20	83.33
20	Ngs	23	95.83
21	Nym	21	87.5
22	Qdr	21	87.5
23	Rfd	24	100

No	Initial name		Score
24	Mhz	21	87.5
25	Rtf	21	87.5
26	Rmd	19	79.16
27	Rmw	20	83.33
28	Syt	22	91.66
29	Smn	20	83.33
30	Upw	18	75
31	Uth	22	91.66
	Total	637	**Σ x = 2654.04**

Referring to the table above, the highest score of students in the post-test was 100 and the lowest score was 66.66. It indicated that the score of students in the post-test was increased since there were two students got the maximum score. After calculating the students` mean score in the pre-test, the researcher then did the same thing to the students` mean score in the post-test.

After getting the score, the researcher compared between the students` mean score in the pre-test and the post-test. In fact, there was a significant difference between them. The students mean score in the pre-test was 41.12 lower than the students` mean score in the post-test 85.61. Therefore, based on the results, it has been proved that the students` achievement in pronunciation after treatment was greatly improved.

Having calculated the mean score of the students for both pre-test and post-test, the researcher then computed the deviation and square deviation of the students` scores in the pre-test and the post-test. The results were presented in the following table.

Table 6 The Result of Deviation Pre-test and Post-test

No	Initial name of the students	Standard score		Deviation (d)	$(d)^2$
		Pre-test	Post-test		
1	Asm	45.83	79.16	33.33	1110.88
2	Aul	29.16	91.66	62.5	3906.25
3	Amr	50	91.66	41.66	1735.55
4	Ekl	41.66	79.16	37.5	1406.25
5	Ery	25	83.33	58.33	3402.38
6	Ftm	25	79.16	54.16	2933.30
7	Fzh	29.16	79.16	50	2500
8	Fkd	37.5	87.5	50	2500
9	Hmd	54.16	95.83	41.67	1736.38
10	Ikd	54.16	79.16	25	625
11	Jnk	50	66.66	16.66	277.55
12	Kmr	54.16	75	20.84	434.30
13	Mrt	25	91.66	66.66	4443.55
14	Mkm	41.66	66.66	25	625
15	Mrk	41.66	91.66	50	2500

16	Mhz	33.33	87.5	54.17	2934.38
17	Mlm	45.83	91.66	45.83	2100.38
18	Mtm	50	91.66	41.66	1735.55
19	Nfy	33.33	83.33	50	2500
20	Ngs	25	95.83	70.83	5016.88
21	Nym	25	87.5	62.5	3906.25
22	Qdr	45.83	87.5	41.67	1736.38
23	Rfd	50	100	50	2500
24	Rhw	54.16	100	45.84	2101.30
25	Rtf	41.66	87.5	45.84	2101.30
26	Rmd	41.66	79.16	37.5	1406.25
27	Rmw	41.66	83.33	41.67	1736.38
28	Syt	58.33	91.66	33.33	1110.88
29	Smn	37.5	83.33	45..83	2100.38
30	Upw	41.66	75	33.34	1111.55
31	Uth	45.83	91.66	45.83	2100.38
Total		1274.89	2654.04	Σ **d** = 1379.15	Σ **d²** = 66334.63

Testing Hypothesis

In testing hypothesis of this research, there were two criteria proposed to prove that the use of listen and repeat technique can improve the pronunciation of the eleventh grade of science program at MAN 1 Palu. First, if the t-counted is higher than t-table (t-counted > t-table), the hypothesis of this research is accepted. It means that the use of listen and repeat technique can improve the pronunciation of the eleventh grade of science students at MAN 1 Palu. Second, if the t-counted is lower than t-table (t-$counted$ < t-$table$), then the hypothesis of this research is rejected. In the other words, the use of listen and repeat technique cannot improve the pronunciation of the eleventh grade of science students at MAN 1 Palu.

After analyzing the data of the test, the researcher found that the result of the data analysis showed that t-counted were 19.25. In applying 0.05 level of significance with degree of freedom (df) = N-1= 31-1= 30, the researcher found that the value of t-counted (19.25) was higher than t-table (2.042). Therefore, it can be concluded that the research hypothesis was accepted or in the other words the use of listen and repeat technique can improve the pronunciation of the eleventh grade of science program at MAN 1 Palu.

CONCLUSION

After analyzing the data, the researcher draws some conclusion based on the result of the data analysis. First, the use of listen and repeat technique is an effective way in improving the students` pronunciation particularly for English vowel sounds. It can be seen from the result of the data analysis, in the pre-test the result was 41.12 whilst in the post-test the result increased to 85.61. Obviously, it indicated that the pronunciation of the eleventh grade of

science program at MAN 1 Palu was improved after the treatment. Second, there was a significant difference between the mean values of pre-test and post-test. It was proved since t-test value 19.25 was higher than t-table value 2.042. It means that the research hypothesis was accepted.

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