

THE UTILIZATION OF REPETITION DRILL OF AUDIO-LINGUAL METHOD FOR TEACHING PRONUNCIATION OF ENGLISH VOWELS

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Abstract

Pronunciation is one of the most important indicators of speaking and listening skill. It can change the meaning of words and sentences when they are mispronounced. The features of pronunciation can be divided into two such as segmental and supra segmental features. Segmental features consist of vowels and consonant while supra segmental features consist of stress, intonation, and connected speech. The research was conducted at Madiun State Polytechnic. The participants are the students of english study program B class consisting of 27 students in the academic year of 2018/2019. The Method of this research was Repetition Drill of Audio-lingual Method. The aims of this research are; 1) to know that Repetition Drill of Audio-lingual Method can improve the students' pronunciation of English vowels and 2) to describe the process of teaching and learning activities of english pronunciation through Repetition Drill of Audio-lingual Method. The qualitative and quantitative data were used in this research. Qualitative data were taken from the scores of the pre-test of 27 students from B class and all cycles of the research. The quantitative data were taken through the observation, interview, and questionnaire. Based on findings, discussions, and conclusions, The Repetition Drill of Audio-lingual Method is recommended to improve the english vowels pronunciation of the Second Semester of English Study Program of Madiun State Polytechnic in the Academic Year of 2018/2019.

Keywords: *Repetition Drill, Audio-lingual Method, Pronunciation, Vowels.*

1. INTRODUCTON

The important part of English is not only the four skills such as reading, writing, listening, and speaking but also some indicators of them such as grammar, vocabulary, and pronunciation. Moreover, Pronunciation is important in English because mispronunciations can make listener misunderstand about the meaning of utterance. It is clearly a central factor in people's success in making themselves understand as it consists of the segmental features like how to pronounce vowels and consonants. It also consists of suprasegmental features like rhythm and intonation. Besides, it is one of the three components of languages, together with grammar and vocabulary. It plays an important part in listening, and speaking skill

Furthermore, pronouncing English as foreign language is not as easy as the learners imagine. It is difficult to pronounce as the writing and its pronunciation are totally different. The spelling also can not become the guide to pronounce it correctly. Brown (2001: 259) says that pronunciation is the key to gaining full communicative competence. In conclusion, pronouncing english words are unpredictable and an important part of communication in

English.

There are two features of pronunciation. They are segmental and suprasegmental features.

a. Segmental Features

Kelly (2000) states that segmental features of pronunciation also called phonemes, are the different sound within the language. Although there are slight differences in how individuals articulate sounds, we can still describe reasonably accurately how each sound is produced. When considering meaning, we see how each sound rather than another can change the meaning of the word. These principles which give us the total number of phonemes in particular language. The set of phonemes consists of two categories vowel sounds and consonant sounds.

1) Vowels

One of speech that is always produced by people is vowel. Kelly states that vowels are articulated when a voiced airstream is shaped using tongue and the lips to modify the overall shapes of the mouth (2000: 29)

2) Consonant sounds

According to Kelly (2000: 47), there are three ways of describing the consonant sound; the manner of articulation, refers to the interaction between the various articulators and air stream; the place of articulation, gives more information about what the various articulators actually do; and the force of articulation, the following terms are used: fortis or strong and lenis or weak.

b. Suprasegmental features

Kelly (2000) states that suprasegmental features, as the name implies, are features of speech which generally apply to groups of segments, or phonemes. The features which are important in English are stress, intonation, and how sounds change in connected speech.

1) Intonation

The term intonation, refer to the way the voice goes up and down in pitch when we are speaking. it is fundamental part of the way we express our own thoughts and it enables us to understand those to others. It is an aspect of language that we are very sensitive to, but mostly at an unconscious level (Kelly, 2000: 86)

2) Stress

All of the words have each identifiable syllable, and one of the syllable in each word sounds louder than others. The syllable indicated with louder sound, are stressed syllable. Each stressed syllable, in a word in isolation, also has change in the pitch, or the level of the speaker's voice, and the vowel sound in that syllable lengthened. Stress can fall on the first, middle or last syllable of words (Kelly, 2000: 66-67).

3) Connected speech

Connected speech refers to spoken language when analysed as a continuous sequence, as in normal utterances and conversation (Crystal, 1985: 66). Vowel and consonant segments combine into syllables; syllables combine into words; words combine into phrases and sentences (Crystal, 2004: 247).

Crystal (2003:247) explains that English speakers use 12 pure vowels (monophthongs), 8 diphthongs, and 5 triphthongs. They are as follows:

1. Pure vowels (monophthongs)

Crystal (2003:240-241) explains that English speakers use 12 pure vowels or monophthongs which are pronounced without changing in the position of the organ of

speech throughout the duration of vowel articulation. Pure vowels are vowels with a single perceived auditory quality, made by a movement of the tongue towards one position in the mouth. These 12 pure vowels are also classified into five of them are relatively long in duration, and seven are relatively short. Moreover, they are also divided into three classifications such as front, central and back vowels. Here are the descriptions of the pure vowels:

- a. /i:/, it is classified as high front close vowel. The articulation is the front of tongue raised to slightly below and behind close front position, the lips are spread, the tongue is tense, the side rims make firm contact with upper molars. The sound is as in key, scene, and people
- b. /ɪ/, it is classified as mid-high front half close vowel. The articulation is the part of the tongue nearer center than front raised to just above half-close position, the lips are loosely spread, the tongue is lax, the rims make light contact with upper molars. The sound is as in hit, busy, and rhythm.
- c. /e/, it is classified as mid front half close vowel. The articulation is the front of the tongue raised to between half-open and half-close positions, the lips are loosely spread, the tongue is tenser than for /ɪ/, the rims make lighter contact with upper molars. The sound is as in egg, said, and read.
- d. /æ/, it is classified as mid-low front half open vowel. The articulation is the front of the tongue raised to just below half-open position, the lips are neutrally open, the rims make very slight contact with upper back molars. The sound is as in hat, attract, and antique
- e. /ɜ:/, it is classified as mid-high central half close vowel. The articulation is the center of the tongue raised between half-close and half-open, the lips are neutrally spread, there is no firm contact between rims and upper molars. The sound is as in word, serve, and pearl.
- f. /ə/, it is classified as mid central half open vowel. The articulation is the center of the tongue raised between half-close and half-open, the lips are neutrally spread, there is no firm contact between rims and upper molars. The sound is as in the (before consonant), paper, and nation.
- g. /ʌ/, it is classified as mid-low central half open vowel. The articulation is the center of tongue raised to just above fully open positions, the lips are neutrally open, there is no contact between tongue and upper molars. The sound is as in run, flood, and front.
- h. /u:/, it is classified as high back close vowel. The articulation is the back of the tongue raised to just below close position, the lips are closely rounded, the tongue is tense, there is no firm contact between rims and upper molars. The sound is as in food, true, and soup.
- i. /ʊ/, it is classified as mid-high back half close vowel. The articulation is the tongue nearer center than back, raised to just above half-close position, the lips are closely but loosely rounded, the tongue is lax, there is no firm contact between rims and upper molars. The sound is as in book, pull, and woman.
- j. /ɔ:/, it is classified as mid-low back half open vowel. The articulation is the back of the tongue raised between half-open and half-closed positions, it is medium lip rounded, there is no contact between rims and upper molars. The sound is as in call, pour, and taught.
- k. /ɒ/, it is classified as mid-low back half open vowel. The articulation is the back of the tongue in fully open position, it is slightly open lip rounded, there is no contact between rims and upper molars. The sound is as in dog, want, and knowledge.

1. /a:/, it is classified as low back open vowel. The articulation is the tongue between center and back in fully open positions, the lips are neutrally open, there is no contact between rims and upper molars. The sound is as in *far*, *half*, and *class*.

2. Diphthongs

Ramelan in Mustikareni (2013) mentions that diphthongs are divided into two sections: closing and centering diphthong. Closing diphthong is the diphthong sounds that the second vowel is closer than the first vowel because the movement of the tongue is carried out from the position of open vowel to the closer vowel, while centering diphthong is the second vowel that more center than the first vowels because the movement of the tongue is carried out towards the central vowel. For example, the English closing diphthongs are (/eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /əʊ/) and centering diphthong are (/ɪə/, /eə/, /ʊə/) (Roach, 1998). Here are the descriptions of the diphthongs (Crystal, 2003:241);

- a. /eɪ/, The articulation is the glide begins from slightly below half-close front position. It moves upwards and slightly backwards towards/ɪ/. The lips are spread. The sound is as in *way*, *cake*, and *pain*.
- b. /aɪ/, The articulation is the glide begins slightly behind front open position. It moves upwards towards/ɪ/. The lips change from neutral to loosely spread. It obvious closing movement of lower jaw. The sound is as in *eye*, *cry*, and *high*.
- c. /ɔɪ/, The articulation is the glide begins between back half-open and open positions, moves upwards and forwards towards/ɪ/. The lips open rounded changing to neutral. The sound is as in *boy*, *voice*, and *enjoy*.
- d. /əʊ/, The articulation is the glide begins in central position between half-close and half open. It moves upwards and backwards towards/ʊ/. The lips are neutrally changing to slightly rounded. The sound is as in *go*, *snow*, and *although*.
- e. /aʊ/, The articulation is the glide between back and front open positions. It moves upwards and slightly backwards towards/ʊ/. The lips change from neutrally open to slightly rounded. The jaw movement is quite extensive. The sound is as in *bow*, *down*, and *house*.
- f. /ɪə/, The articulation is the glide begins in position for/ɪ/. It moves backwards and downwards towards/ə/. The lips are neutral, with slight movement from spread to open. The sound is as in *here*, *fear*, and *idea*.
- g. /eə/, The articulation is the glide begins in half- open position. It moves backwards towards/ə/. The lips are neutrally open throughout. The sound is as in *dare*, *chair*, and *there*.
- h. /ʊə/, The articulation is the glide begins in position for/ʊ/. It moves forwards and downwards towards /ə/. The lips are weakly rounded becoming neutrally spread. The sound is as in *sure*, *tour*, and *obscure*.

3. Triphthongs

Triphthong is the combination of three pure vowels or monophthongs, in which the first one glides into the second one and then the second one preceded by the first glides into the third one. Roach (2009:19) states that triphthongs are a glide from one vowel to another and then third, all produced rapidly and without interruption. Those can be heard in careful pronunciation. Crystal (2003:239) adds that triphthongs are vowels in which three vowel qualities can be perceived. Those are formed by adding a central glide to the closing diphthongs (/eɪ/, /ɔɪ/, /aɪ/, 27 /əʊ/, /aʊ/ ending with /ə/). There are two types of triphthong. First, that formed by the closing diphthongs ending with /ɪ/ and the second, which formed by the closing diphthong ending with /ʊ/.

Here is the description of the triphthongs (Cruttenden, 2008:145- 146);

- a. /eɪə/, formed by [eɪ] + [ə], [e:ə] smoothing in general PR, found in word *player*.
- b. /aɪə/, formed by [aɪ] + [ə], [a:ə] smoothing in general RP, found in word *fire*.
- c. /ɔɪə/, formed by [ɔɪ] + [ə], [ɔ:ə] smoothing in general RP, found in word *royal*.
- d. /əʊə/, formed by [əʊ] + [ə], [ə:] or /ɜ:/ smoothing in general RP, found in word *lower*.
- e. /aʊə/, formed by [aʊ] + [ə], [a:ə] smoothing in general RP, found in word *tower*.

To help the lecturer in teaching pronunciation, the lecturer should use an easy method which can guide them during teaching and learning process and also easy for them to memorize the rules and exception of pronunciation. The lecturer also should create a relax situation which is not burden the students and make them enjoy the material being taught. Harmer (2007:252) adds that pronunciation is an extremely personal matter, and even in monolingual groups, different students have different problems, different needs and different attitudes to the subject of pronunciation.

The Audio-lingual Method is another way of teaching used in teaching foreign languages. According to Richards and Rodgers, Audio-lingual Method is a method of foreign or second language teaching which emphasizes the teaching of speaking and listening before reading and writing. That is why mother tongue is discouraged in the class of Audio-lingual Method. The method is based on behaviourist theory which is used to train human through a system of reinforcement. It is closely tied to behaviourism, and thus made drilling, repetition, and habit-formation central elements of instruction (2001: 66).

Drilling was a key feature of Audio lingual method to language teaching which placed emphasis on repeating structural patterns through oral practice. In this method great importance was attached to pronunciation (psychomotor skill). Brown (2000:23) states that this method also used mimicry drill which was very helpful for students to train them pronounced the words.

Sa'diah et al (2015: 5-6) explain that there are three main activities in teaching by using repetition drill of audio-lingual method. They are as follows;

b. Modeling Dialogue by the Teacher

The teacher acted as the model for the students in acting out the dialogue. First, the teacher acted out the dialogue and students paid attention to the teacher, to help students produce correct pronunciation the teacher read the dialogue slowly, loudly and clearly. Each line of the dialogue was repeated more than one. Then the teacher acted out the dialogue line by line then students repeated after her.

c. Pronunciation Drill through Repetition by the students

the teacher acted out a dialogue line by line. To help students produce correct pronunciation, each line of the dialogue was repeated more than one. After acted out the whole part of the dialogue, the teacher acted out the dialogue again line by line then students repeated after her in chorus first then individually. In this section the students showed good behavior that all of them were active.

d. Pronunciation Drill by Pairs

After practicing the dialogue in their desk based on the teachers' model the students acting out the dialogue in front of the class. The teacher asked some students with a partner to act the dialogue out in front of the class to act as models for their friends. When two students were acting out the dialogue in front of the class, other students paid attention to their friends and made some correction of their friend pronunciation

Tice on <https://www.teachingenglish.org.uk/article/drilling-1> states that drilling is useful for not only the students but also the teacher: they are as follows;

a. For the learners, drills can:

- 1) Provide for a focus on accuracy. Increased accuracy (along with increased fluency and complexity) is one of the ways in which a learner's language improves so there is a need to focus on accuracy at certain stages of the lesson or during certain task types.
- 2) Provide learners with intensive practice in hearing and saying particular words or phrases. They can help learners get their tongues around difficult sounds or help them imitate intonation that may be rather different from that of their first language.
- 3) Provide a safe environment for learners to experiment with producing the language. This may help build confidence particularly among learners who are not risk-takers.
- 4) Help students notice the correct form or pronunciation of a word or phrase. Noticing or consciousness raising of language is an important stage in developing language competence.
- 5) Provide an opportunity for learners to get immediate feedback on their accuracy in terms of teacher or peer correction. Many learners want to be corrected.
- 6) Help memorisation and automatising of common language patterns and language chunks. This may be particularly true for aural learners.
- 7) Meet student expectations i.e. They may think drilling is an essential feature of language classrooms.

b. For the teacher, drills can:

- 1) Help in terms of classroom management, enabling us to vary the pace of the lesson or to get all learners involved.
- 2) Help us recognise if new language is causing problems in terms of form or pronunciation.

2. RESEARCH METHOD

In this research, the researcher applied Classroom Action Research (CAR). Millis (2000: 6) explains that Action Research is any systematic inquiry conducted by teacher, researcher, principals, school counselor, or other stake holders in the teaching learning environment, to gather information about the ways that their particular schools operate how they teach, and how well their students learn. Action research is described as a spiral steps and there are four stages: planning, acting, observing, and reflecting (Lewis in McNiff, 1998: 22). The scheme is shown below:



A representation of Lewin's Action Research Cycle (Mills, 2000: 17) is as follows:

1. Planning

The students' problem in pronunciation is classified based on the interview and observation in the pre cycle of the second semester's students. There are four basic problems found such as the difficulty to differentiate pronouncing some vowels, pronouncing diphthongs, pronouncing triphthongs and classification of speech sounds. The researcher decides to use Repetition Drill of Audio-lingual Method to solve the problems above by implementing the activities as follows: 1) designing learning activities using Repetition Drill of Audio-lingual Method; 2) setting the objectives that were achieved in observation; and 3) designing the tests that were used to know the success of the action.

2. Acting and Observing

The observation was done along with the implementation or the action. The researcher implemented Repetition Drill of Audio-lingual Method through the steps and activities. They are designed and formed based on the students' problems.

The activities or action of Repetition Drill of Audio-lingual Method are done in groups and individual session. The researcher observed the on going process of implementing Repetition Drill of Audio-lingual Method. The interview was also done to know the students' opinion during learning English through Repetition Drill of Audio-lingual Method.

3. Reflecting

In this time, the researcher reflects and reviews everything that was done during the action of the activity. It was analyzed to find the strengths and weaknesses and evaluate the success and failure of the implementation of Repetition Drill of Audio-lingual Method to solve the students' problems. The weaknesses and failure were solved for the next cycle.

There were two kinds of data which were used in this research, the quantitative and qualitative data. The quantitative data were in the form of students' scores. The data were students' scores from the beginning of the research to the end of the research. They were taken from the tests. The qualitative data were collecting by the following techniques: observations, questionnaires, interviews, and document analysis.

In collecting quantitative data, the researcher used a scoring rubric that was used in pre test, test cycle I, test cycle II, test cycle III and post test.

1. The pronunciation test of pre test

In the first meeting, the researcher gave pronunciation test to find out the students' skill in pronunciation. It was used to predict and map the high level and low level of students' pronunciation skill. It was also to know whether the students are interested in pronunciation or not.

2. The pronunciation test of cycle I

The pronunciation test was given in the end of cycle I. It was used to measure the progress of students in pronunciation after the teaching strategy was given.

3. The pronunciation test of cycle II

This pronunciation test was given at the end of cycle II. The pronunciation test was conducted to measure the progress of students' skill in pronunciation.

4. The pronunciation test of post-test

The result of post-test was compared with the result of pre-test. Then the results of them were analyzed to know whether Repetition Drill of Audio-lingual Method was effective to improve the students' pronunciation skill or not and the percentage of the improvement.

Analytical scoring method was used to score the pronunciation aspects such as 1) Identifying vowels; 2) Recognizing Long Vowels Sounds; 3) Recognizing Short Vowel Sounds; 3) Using Words in a Sentence; and 5) Orally blending CV syllables (Rcampus, 2019). The scoring rubric which was used in this research was as follows:

Table 2.2. The scoring rubric of pronouncing vowels

Vowel Sounds	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts
Identifying vowels	The student was unable to identify any vowels without assistance	The student correctly identified a minimum of three vowels on the first attempt - with increased assistance	The student correctly identified the majority of vowels on the first attempt - with minimal assistance	The student correctly identified all vowels on the first attempt - without assistance
Recognizing Long Vowels Sounds	The student was able to recognize 1 out of 5 long vowel sounds.	The student was able to recognize 2 out of 5 long vowel sounds	The student was able to recognize 3 out of 5 long vowel sounds.	The student was able to recognize 5 out of 5 long vowel sounds.
Recognizing Short Vowel Sounds	The student was able to recognize 1 out of 5 short vowel sounds.	The student was able to recognize 2 out of 5 short vowel sounds.	The student was able to recognize 3 out of 5 long vowel sounds.	The student was able to recognize 5 out of 5 long vowel sounds.
Using Words In A Sentence	The student was able to use at least 3 words in a sentence.	The student was able to use at least 5 words in a sentence	The student was able to use at least 7 words in a sentence.	The student was able to use at least 8 or more words in a sentence.
Orally blending CV syllables	The student demonstrated a superior level of competence when blending CV syllables	The student demonstrated an adequate level of competence when blending CV syllables	The student demonstrated a minimally acceptable level of competence when blending CV syllables	The student demonstrated an unacceptable level of competence when blending CV syllables

In collecting qualitative data, the researcher used an observation, interview and questionnaires during and after the process of cycle 1, cycle II, and cycle III. Burns (2010: 81) states that questionnaire is also well-known with a survey, checklist, or schedule. Dornyei (2003: 8-9) in Burns (2010: 81) mentions that there are three types of information that can be gotten. Questionnaire consists of factual or demographic, behavioural, and attitudinal. In this research, the students' attitude was observed by giving *Yes No* questionnaires. From questionnaires, the researcher could see how the implementation of Repetition Drill of Audio-lingual Method works during the proces of learning and studying in pronunciation lecture.

The subject of the research is at the Second Semester of English Department of Madiun State Polytechnic in the Academic Year of 2018/2019. The researcher chooses B class which consists of 27 students. They are 3 boys and 24 girls.

3. RESULT AND DISCUSSION

a. Cycle I

The second semester students class B of English Department of state polytechnic of Madiun faced some difficulties on pronunciation. They had some problems on understanding the movement of speech organs or articulators. They got difficulty in pronouncing some vowels and differentiate some vowels that have almost the same sounds. Besides they got difficulty to differentiate pronouncing long and short vowels when they practice the theory.

The recommended strategy chosen was Repetition Drill of Audio-lingual Method. It was used to make the goal of the research. The first cycle was used to describe the process of teaching and learning by using Repetition Drill of Audio-lingual Method in order to improve the students' skill on pronunciation. It was done in four steps such as; 1) planning; 2) acting; 3) observing; and 4) reflecting.

1) Planning

In this step, the researcher made the lesson plans in order to achieve the goal. Repetition Drill of Audio-lingual Method was chosen as it was a recommended strategy to transfer and make the students understand and able to practice pronunciation in a short period, in a simple way, and controlled situation. The lesson plans were as follows: 1) designing the indicators achieved; 2) choosing the activities, explaining the speech mechanisms and vowels; 3) using the students' dialogue and reading text; 4) arranging the students' task; and 5) designing spoken assessment.

2) Acting

The action was done for four meetings. The first meeting, the researcher explained about speech mechanism and the description of movement when the produce sounds. The second meeting, the researcher explained the classifications of vowels such as pure vowels(monophthongs), diphthongs, and triphthongs. The third meeting the researcher explained and gave examples the use of the theories in the first and second meeting based on the sound in a letter, a word, and sentences. In the fourth meeting, the researcher invited all the students to perform dialogue which the sentences consist of vowels in group in front of the class

3) Observing

The observation was aimed to know the influence of the method applied during the process of teaching and learning. The observation consisted of three phases such as observing the class during the process of teaching and learning by using Repetition Drill of Audio-lingual Method; interviewing the students after performing their dialogue in which they did the process by using Repetition Drill of Audio-lingual Method; and holding spoken test to know the improvement of the students pronunciation through the pronunciation indicators.

4) Reflecting

The researcher received all the opinion of the students after the process of learning and teaching, combined and compared to the observation and interview in cycle I. The students said that all the activities and materials given in these four meeting of the cycles can make them change the perception that the pronunciation is difficul. They also can focus to the main point of each material when they practise as the researcher used repetition drill of audio-lingual method. They imitate what the researcher said as a model before they practise them in letters, words, and sentences. Besides, they also active in practising in groups and pairs.

b. Cycle II

Based on the evaluation of the first cycle, the researcher found some mistakes in pronouncing vowels. They also get difficulty to pronounce some similar vowel sounds. Besides, they can not differenciate between short and long vowels when they practise them in words and sentences. The researcher continued the research to the second cycle which consisted of: 1) revised planning; 2) acting; 3) observing; and 4) reflecting.

1) Revised Planning

Fact showed that some students made mistakes in pronouncing vowels. They also get difficulty to pronounce some similar vowel sounds. Besides, they can not differenciate between short and long vowels when they practise them in words and sentences during the

process of learning and teaching by using repetition drill of audio-lingual method. The researcher made the lesson plans to solve the problems. They were as follows: 1) designing the indicators achieved; 2) choosing the activities, modelling by the researcher, pronouncing through repetition, and pronouncing drill by pairs; 3) using some reading and dialogue text; 4) arranging the students' task; and 5) designing spoken assessment.

2) Acting

The action was done for four meetings. The first meeting, the researcher explained about grouping the short and long vowels. The second meeting, the researcher explained the different of pronouncing the similar vowel sounds. The third meeting the researcher explained and gave examples the use of the theories in the first and second meeting based on the sound in a letter, a word, and sentences. In the fourth meeting, the researcher invited all the students to perform dialogue and reading a text which the sentences consist of vowels in pairs or individually in front of the class.

3) Observing

The observation was aimed to know the influence of the method applied during the process of teaching and learning. The observation consisted of three phases such as observing the class during the process of teaching and learning by using Repetition Drill of Audio-lingual Method; interviewing the students after performing their dialogue and text reading in which they did the process by using Repetition Drill of Audio-lingual Method; and holding spoken test to know the improvement of the students pronunciation through the pronunciation indicators.

4) Reflecting

The researcher received all the opinion of the students after the process of learning and teaching, combined and compared to the observation and interview in cycle II. The students said that all the activities and materials given in these four meeting of the cycles can make them change the perception that the pronunciation is difficult. They also can focus to the main point of each material when they practise as the researcher used repetition drill of audio-lingual method. They imitate what the researcher said as a model before they practise them in letters, words, and sentences. Besides, they also active in practising in groups, pairs, and individual.

c. Cycle III

Based on the evaluation of the second cycle, the researcher found some students still got difficulty to pronounce the similar vowels sounds. Besides, some students also still got difficulty to differentiate short and long vowels when they practise them in words and sentences during performing dialogue in pairs and reading text individually. The researcher continued the research to the third cycle which consisted of: 1) revised planning; 2) acting; 3) observing; and 4) reflecting.

1) Revised Planning

Fact showed that some students still got difficulty to pronounce the similar vowels sounds. Besides, some students also still got difficulty to differentiate short and long vowels when they practise them in words and sentences during performing dialogue in pairs and reading text individually during the process of learning and teaching by using repetition drill of audio-lingual method. The researcher made the lesson plans to solve the problems. They were as follows: 1) designing the indicators achieved; 2) choosing the activities, modelling by the researcher, pronouncing through repetition, and pronouncing drill by pairs; 3) using some reading and dialogue text; 4) arranging the students' task; and 5) designing spoken assessment.

2) Acting

The action was done for four meetings. The first meeting, the researcher explained about the descriptions of some vowels that had the similar sounds through the movement of speech organs. The second meeting, the researcher introduced double vowels in which they will be classified into diphthongs. The third meeting the researcher explained and gave examples the use of the theories in the first and second meeting based on the sound in letters, words, and sentences. In the fourth meeting, the researcher invited all the students to perform dialogue and reading a text which the sentences consist of double vowels (diphthongs) in pairs or individually in front of the class.

3) Observing

The observation was aimed to know the influence of the method applied during the process of teaching and learning. The observation consisted of three phases such as observing the class during the process of teaching and learning by using Repetition Drill of Audio-lingual Method; interviewing the students after performing their dialogue and text reading in which they did the process by using Repetition Drill of Audio-lingual Method; and holding spoken test to know the improvement of the students pronunciation through the pronunciation indicators.

4) Reflecting

The researcher received all the opinion of the students after the process of learning and teaching, combined and compared to the observation and interview in cycle III. The students said that all the activities and materials given in these four meeting of the cycles can make them change the perception that the pronunciation is not difficult especially in pronouncing diphthong sounds after being explained through description of speech mechanism movement. They also can focus to the main point of each material when they practise as the researcher used repetition drill of audio-lingual method. They imitate what the researcher said as a model before they practise them in letters, words, and sentences. Besides, they also active in practising in groups, pairs, and individual.

d. Cycle IV

Based on the evaluation of the third cycle, the researcher found some students still got difficulty to pronounce some diphthongs when they practise them in words and sentences during performing dialogue in pairs and reading text individually. The researcher continued the research to the fourth cycle which consisted of: 1) revised planning; 2) acting; 3) observing; and 4) reflecting.

1) Revised Planning

Fact showed that some students still got difficulty to pronounce some diphthongs when they practise them in words and sentences during performing dialogue in pairs and reading text individually during the process of learning and teaching by using repetition drill of audio-lingual method. The researcher made the lesson plans to solve the problems. They were as follows: 1) designing the indicators achieved; 2) choosing the activities, modelling by the researcher, pronouncing through repetition, and pronouncing drill by pairs; 3) using some reading and dialogue text; 4) arranging the students' task; and 5) designing spoken assessment.

2) Acting

The action was done for four meetings. The first meeting, the researcher explained about the descriptions of some diphthong sounds through the movement of speech organs. The second meeting, the researcher introduced triple vowels in which they will be classified into triphthongs. The third meeting the researcher explained and gave examples the use of the

theories in the first and second meeting based on the sound in letters, words, and sentences. In the fourth meeting, the researcher invited all the students to perform dialogue and reading a text which the sentences consist of triple vowels (triphthongs) in pairs or individually in front of the class.

3) Observing

The observation was aimed to know the influence of the method applied during the process of teaching and learning. The observation consisted of three phases such as observing the class during the process of teaching and learning by using Repetition Drill of Audio-lingual Method; interviewing the students after performing their dialogue and text reading in which they did the process by using Repetition Drill of Audio-lingual Method; and holding spoken test to know the improvement of the students pronunciation through the pronunciation indicators.

4) Reflecting

The researcher received all the opinion of the students after the process of learning and teaching, combined and compared to the observation and interview in cycle IV. The students said that all the activities and materials given in these four meeting of the cycles can make them change the perception that the pronunciation is not difficult especially in pronouncing triphthong sounds after being explained though description of speech mechanism movement. They also can focus to the main point of each material when they practise as the researcher used repetition drill of audio-lingual method. They imitate what the researcher said as a model before they practise them in letters, words, and sentences. Besides, they also active in practising in groups, pairs, and individual.

Based on the research finding, there were some important points of the improvements that could show the target of the research. They were the improvement of pronouncing: 1) pure vowels; 2) short vowels; 3) long vowels; 4) diphthongs; 5) triphthongs; 6) the strengths and weaknesses of repetition drill of audio-lingual method. They were as follows:

1. The Improvement of Students' Pronunciation

The fact that is based on the observation of cycle I, II, III and IV showed the improvement of indicators of pronunciation during teaching and learning process. The proofs of the improvement were on: 1) Pure vowels. Most of the students could pronounce the pure vowels not only the common but also the pure vowels that has similar sounds; 2) Short vowels. Most students could pronounce the short vowels during dialogue and reading text; 3) Long vowels. Most students could pronounce the short vowels during dialogue and reading text or even differentiate between short and long vowels; 4) Diphthongs. Most students could pronounce double vowels that is classified into diphthongs well during dialogue and reading text; 5) Triphthongs. Most students could pronounce triple vowels that is classified into triphthongs well during dialogue and reading text.

The students writing scores improved from cycle to cycle which is shown in the following tables.

Table 3.1 the score of pre-test and post-tests

No	Level	Pre-test	Post-test	Post-test	Post-test
1.	Highest	76	80	84	88
2.	Average	68	71	74	77
3.	Lowest	60	60	64	68

Table 3.2 the students' passing grade

No	Passing grade	The students' score	The sum of students			
			Pre-test	Cycle I	Cycle II	Cycle III
1.	70	Above Passing grade	14	16	17	20
2.	70	Below Passing grade	13	11	10	7

2. The Strengths and Weaknesses of Repetition Drill of Audio-lingual Method

The utilization of repetition drill of audio-lingual method from cycles to cycle showed the strengths such as: 1) guidance. This method provided the students full guidance as it is classified into teacher centred. The researcher provided three ways or steps in teaching and learning process such as modeling the dialogue by the teacher, pronunciation drill through repetition by the students, and pronunciation drill by pairs; 2) chance. This method also provided a good chance for the students as they should practise the theory after being explained and drilled. They practised with their friend to perform dialogue consisting of the materials to be pronounced. Besides they also read the text consisting of the letters, words, sentences based on the materials individually; and 3) interest. Drilling in some activities grew the students interest to the materials that was supposed difficult. By drilling, they had motivation and self-confidence not to make the wrong pronunciation based on the materials given.

Repetition drill of audio-lingual method also had some weaknesses such as: 1) Dependent. The students depended on the lecturer and their friends as the three activities of repetition drill of audio-lingual method provide full and half guidance although the students should practise after the theory; 2) Lack of creativity. The students only repeat and follow the researcher guidance. They repeat dialogue and reading text after the researcher as models. In fact, when they were asked to practise the new dialogue and text that has different words and sentences although they contain the materials studied. They made many mistakes in pronouncing them.

4. CONCLUSION

Repetition Drill of Audio-lingual Method can improve the students' pronunciation of English vowels such as 1) the students are able to pronounce the 12 pure vowels; 2) the students are able to differentiate the pronunciation of short and long vowels; 3) the students are able to pronounce the vowels that have similar sounds like æ, e, ɜ:, and ə; 4) the students are able to pronounce the double vowels that are called diphthongs. They consist of nine diphthongs; 3) the students are able to pronounce the triple vowels that are called triphthongs. They consist of five triphthongs; and 5) the students are able to pronounce and differentiate them during practising in letters, words, and sentences in a group, in pairs or in individual.

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