IMPROVING STUDENTS' PRONUNCIATION THROUGH NATIVE SPEAKER TALK MODEL USING AUDIO VISUAL MEDIA OF THE EIGHT GRADE STUDENTS AT SMP MUHAMMADIYAH 1 JEMBER IN 2016/2017 ACADEMIC YEAR

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Abstract

Abstract: Pronunciation is necessary because it helps students learn and understanding how to form sounds, words, phrases, and sentences that are not found in their mother tongue. Besides that, if they can produce good pronunciation they cannot found misunderstanding with the other people. However, many students still had difficulties in speaking English especially how to pronounce it correctly. This was due to their habits of their own language are so strong so it effected to their pronunciation ability. The design of this research is classroom action research. The research subject is the eight grade students at SMP Muhammadiyah 1 Jember that consist of 22 female students. Test and observation are used to obtain the data. In order to calculate the students' pronunciation score, Alpha Cronchbach Formula is used. The data is analyzed using formula E = A/N x 100%.

Through Native Speaker Talk Model Using Audio Visual Media techniques improves the students' pronunciation and active participation in two cycles from M = 69 in Cycle 1 to M = 74 in Cycle 2 and the percentage of students scored ≥ 70 was 63.6% in Cycle 1 to 72.72% in Cycle 2. The observation result from 63.05% students' activeness in Cycle 1 to 77.3% students' activeness in Cycle 2.

Based on the result of the pronunciation test that was done in cycle 2, it can be concluded that: (1) the use of native speaker talk model through audio visual media could improve students' pronunciation. (2) the use of native speaker talk model through audio visual media could improve students' activeness among the grade of VII D at SMP Muhammadiyah 1 Jember in the academic year 2016/2017.

Key Words: : native speaker model, audio visual media, pronunciation ability, active participation.

1. Introduction and Theoretical Background

Pronunciation is a fundamental aspect which is important in part of learning English. This aspect is important, therefore, we're not only learning a language but also using that it. It has to be mastered by the beginner learners of English, so they will be familiar to pronounce words, phrases and sentences.

Furthermore, pronunciation is the way pronouncing the words and it refers to the ability to use stress and intonation correctly so the listener can understand the message.

According to Ponsonby (1982:4)" Language is a mean of communication. It has three components:

(a) Structure (the pattern that can be seen in these are usually called the grammar of the language
(b) Words that convey meaning (vocabulary or lexis)
(c) Sound, stress, and intonation patterns, which combine to make up 'pronunciation'.
Ideally, all three components of language should be going hand in hand from the very beginning. If the unfamiliar sounds and pronunciation pattern are mastered early they become so natural that it seems unnatural to say them incorrectly all that's left to learn is where the stress lies and how some of the more unusual words are said.
Based on the statements above, pronunciation is necessary because helps students learn and understanding how to form sounds, words, phrases, and sentences that are not found in their mother tongue. Besides that, if they can produce good pronunciation they cannot found misunderstanding with the other people.

Based on the result of interview that was conducted on August 2nd 2016, the English teacher of eight grade students of SMP Muhammadiyah 1 Jember stated that students still had difficulties in speaking English especially how to pronounce it correctly. One of the main reason is they never saw the correct pronunciation from the native itself, so they never know how to produce a sound based on English native speaker. One class that I observed (VIII E) had that issues, from the first time teacher came the students seemed like uninteresting. When the teacher gave the sample of how to say a word correctly and asked them to pronounce it only a few students did it right. Most of the students did not pay attention to the teacher's explanation. In addition, students rarely asked question. As the result, many of students had bad score in the speaking test especially because of their poor pronunciation. The percentage score of this class is 50% students' who got ≥75. Considering those facts, the teacher proposed this class to be the research participant.

Meanwhile, in daily practice of teaching English, the teacher spends more time in teaching writing skill especially grammar than other language skills including pronunciation. As he claimed, the emphasis of teaching English in junior high school to mastery the grammar is very important because the base of learning English. Speaking test or assignment was rarely did by the teacher

Schmitt, N. (2002) suggest" Pronunciation does not work in isolation from other factors: in addition to employing our voice, we also use eye movement, mime and gesture". It is also evident in his book that we speak with our vocal organs, but we converse with our entire body. He also emphasize learners' age, purpose, and setting. He suggest some techniques of learning pronunciation such as : Ear training for sound contrast, sound for meaning contrast.

Sudarma et.al (2012:7) in Waisnawati's stated that "Audio-visual impressions are served through instructional videos stimulate learners to pay attention to serving more thorough because it requires physical and emotional involvement of learners so that learners in learning more motivated". It meansusing audio-visual media can make the pupils attracted to pay more attention in the classroom or during the lesson.
In teaching students in the classroom, technique in teachingshould be taken into account. Therefore, teachers should be able to improve the learning process which gives a chance to the students to be more active, both physically and mentally. One of the teaching strategies that can improve students' pronunciation is using native talk through audio and visual media, according to the Cambridge e-dictionary native speaker definition is someone who has spoken a particular language since they were baby, rather than having learned it as a child or adult, and talk itself mean to say word aloud or to

speak to someone. So if we see the whole meaning from both of two definitions is someone who has learned and used English from early childhood. It does not necessarily mean that it is the speaker's only language, but it means of concept formation and communication. It means having lived in a truly English-speaking culture during one's formative years, so that English has been absorbed effortlessly as by osmosis.

The audio visual media could help teacher to teach English pronunciation more correctly and precisely weather in stressed, intonation, sound, and rhythm component just like the native that served in the audio visual media

. Therefore, classroom action research entitled "Improving students' Pronunciation through native speaker talk at SMP Muhammadiyah1 Jember in 2016/2017 Academic Year" is conducted to develop student's pronunciation of class VIII E at this school to solve the problem mention's above. This classroom action research is hoped to be able to give a significant improvement to the students' pronunciation.

1.1 Pronunciation Ability

The way we pronounce individual word, and the sounds that they are composed of, is not something that involves conscious choices, words are stored along with their pronunciation and do not need to be reconstituted from scratch each time they are used. Occasionally, however, speakers will adjust their pronunciation to take account of the social context. They will adapt to an accent or quality of voice for a particular dramatic effect. (Scott, 2005:56)..

1.2 The Aspects of Pronunciation

There are four aspects of pronunciation, stressed, intonation, sound, and rhythm (Revell, 2011:212). Here are the list of the aspects that is used in this research, including the explanation:
1. **Stressed**

Stress is the force given to a word or syllable in speech. Pitch is the relative height or depth of the level of the voice. Pitch may be sustained (at a high or low level) or it may rise or fall. Stress and pitch are closely associated (Hornby, 1975: xiii).
2. **Intonation**

Some of the most important function of intonation are to help emphasize the most strongly stressed word in a sentence; to show the grammatical function of what is being said, for example, whether something is a statement or question,
and to show feelings and emotions (Girard, 2002:77).
3. **Sound**

Continuous rapid movements (called vibration) that travel through air or water and can be heard when they reach a person's or animal's ear: sound travels more slowly than light (Hornby, 2010:1473).
4. **Rhythm**

Developing from sentence stress is the rhythm typical of English which is produced by the relatively even spacing of stress in English sentences. In other words, major stresses in an English phrases or sentence tend to produce a kind of rhythmic beat in the language that speakers try to maintain no matter how many syllables happen to fall between these stresses (Wallace,1983:72).

1.3 Native Speaker Talk Model

A person considered as a speaker of his or her native language. The intuition of native speaker about the structure of his or her language is one basis for establishing or confirming the rule of the grammar. A native speaker is said to speak his or her native language "natively" (Longman 1992:241).

The definition of talk is spoken in order to give information, express feelings or shares ideas. And for model is (n) to create a copy of an activity, a situation, etc. so that you can study it before dealing with the real thing (Hornby, A.S. 2010:1018)

An example or pattern that people might want to follow or a person who want to poses as a sculptor, painter, or photographer (Collins. 2003:612).

The researcher uses an American dialect to apply the method of improving students' pronunciation through native's speaker talk model using audio visual media.

Audio-visual media is a kind of media which can be seen and listened, so both of the definition are combines into one media and called as audio-visual media. For example: video and film. As the teacher we must be able to use the media or the device, for example if the teacher want to show the picture, and we would be able to show it by projector by using pc, or suddenly we have to show videos or film, we are easy to change it through the using of pc. Example of audio-visual Media are; video, Film, Drama (Suyanto, K.E. 2007:102). In addition, Hendersen, Stephen in Stuart Moss (2007:121) stated that audio-visual media is the combination of both audio and visual aids and usually stored in the form of CD or DVD

From the definitions above we can conclude that native speaker talk's model is the person (The researcher uses an Native American dialect to apply the method of improving students' pronunciation through native's speaker talk model using audio visual media) who was live and born in the place that the language is created and he or she gives a copy of and activity to the students which he/she teach.

1.4 The Steps of Using Audio Visual Media Technique

Before the teacher turn on the program of audio visual the teacher give explanation about the material. The students ask to watch and listen the native model that pronounced some words over shown in the screen. The students ask to imitate and repeat the words after the teacher pause the program, the students asked to pay attention in the pronunciation, intonation, and rhythm over the native model did in the screen. In addition, to make their pronunciation better, the teacher ask the students to repeat some difficult words until their pronunciation was correct.

1.5 The Effectiveness of Using Audio Visual Technique

Audio and visual cues, when combined increase message retention it will make you create a multimedia experience by adding videos, visual aids, and sound clips to your presentation. With this type of teaching aids the students will more understanding with the information being presented also increase the students retention.

The role that inputs play in language learning in virtually uncontested (Krashen,1987). By bringing media into the classroom, teacher can expose their students to multiple input sources. Thus, while decreasing the risk of the students' becoming dependent on their teacher's dialect or idiolect, they also enrich their language learning experiences.

Finally, research suggest this type of teaching provide teachers with a mean of presenting material in a time-efficient and compact manner, and of stimulating students' sense, thereby helping them to process information more readily (Mollica, 1979).
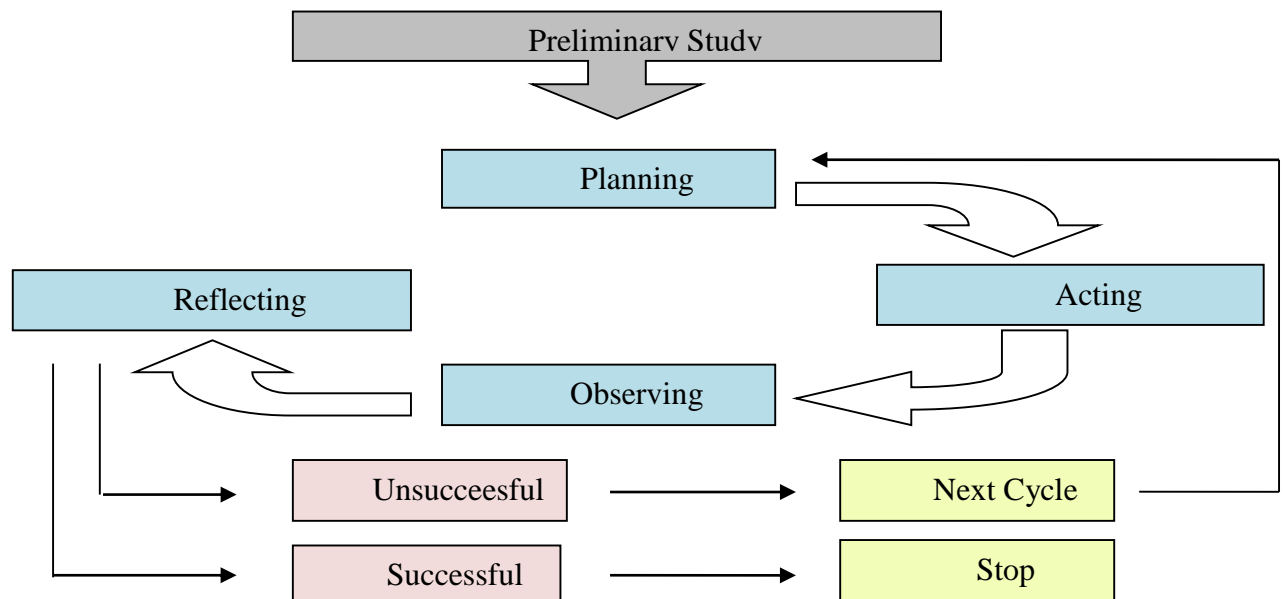
2. The Implementation of Using Native Talk Through Audio Visual Media

a. Design of the Research

Kemmis and Mc Taggart in Arikunto (2013:137) suggested four main stages in doing classroom action research. There are as follows:

1) The planning of the action
2) The implementation of the action
3) Observation and
4) Reflection of the action.

The design of this action research is illustrated in diagram 1.

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                    ┌─────────────────────────┐
                    │     Preliminary Study    │
                    └─────────────────────────┘
                                │
                    ┌──────────────────┐
                    │     Planning     │ ◄───────────┐
                    └──────────────────┘             │
                                │                     │
   ┌──────────────────┐                  ┌──────────────────┐
   │    Reflecting     │                  │      Acting       │
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            │       ┌──────────────────┐            │
            │       │     Observing     │ ◄──────────┘
            │       └──────────────────┘
   ┌──────────────────┐          ┌──────────────────┐
   │   Unsucceesful    │ ──────► │    Next Cycle     │
   └──────────────────┘          └──────────────────┘
   ┌──────────────────┐          ┌──────────────────┐
   │    Successful     │ ──────► │       Stop        │
   └──────────────────┘          └──────────────────┘
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From the design above, here is the explanation of four main stages. In the planning, the researcher plans the actions to solve the problem in the class,and prepare everthing needed in doing the actions. After that in acting, the researcher conducts the research in the classroom where the problem found. The technique is used in teaching learning. Everything has already planned is implemented. The next is observing. In this stage, the researcher helped by collaborator observes the actions to collect a data to be reflected. The last is reflecting. The researcher and collaborator discuss to find the weaknesss of the actions has been done and will be used to determine what should be done in the next cycle, if the previous cycle is unsuccessful, but if the previous cycle is successful, Cycle will be stopped.

2.1 Subject of the Study

The subjects of the research will be taken from eight grade students of SMP Muhammadiyah 1 Jember in the 2016/2017 academic year. The researcher chooses students from VII E because they have problem in pronunciation. There are twenty two female students in the class.

2.2 The Area of the Research

In this research, purposive method is used to determine the area. Arikunto (2006:127) states that purposive method is a method employed in choosing a research area based on certain purpose or reason. This research is conducted at SMP Muhammadiyah 1 Jember because in that school, teaching pronunciation has not been applied optimally yet. Moreover, this school has used the 2006 English competence curriculum that suggest the teacher to teach pronunciation using native talk through audio visual media technique. In addition, the headmaster and the English teacher of SMP Muhammadiyah 1 Jember will give permission to conduct the research.

2.2 Classroom Observation Process

During teaching learning by using drilling technique in speaking class, observation is done by the English teacher as the collaborator in this research. It is focused on the activity in the class, and the students' active participation. The indicators are paying attention, responding, listening and repeating, and also performing the task.

2.3 Data Collection and Analysis

This research used two kinds of method in collecting data, test and observation checklist.Test is a method to collect a data quantitatively and observation is a method to collect a data qualitatively.The test is oral test and observation checklist indicators are paying attention, responding, listening and repeating, and also performing the task.

3   Results and Discussion
3.1 For Pronunciation Test

The standard mean score (M ≥ 70), the requirement of students scoring ≥ 70 (E ≥ 75%) in Cycle 1 of this research had not been achieved. The mean score of the students' speaking ability was 69 and the percentage of students who got score ≥ 70 was 63.6%. It was because in the teaching and learning process the students still get difficulties adapting of teacher's way in teaching pronunciation because using native speaker talk model through audio-visual media technique is a new technique for the students. First, the students could not pronounce the texts well because they make lacked of word pronunciation practice.

In Cycle 2,it was implemented with more explaining about the material, and the activities were focusing to drill the students to practice one by one. It is supported by Huang (2010:148) The students read aloud the text word by word, so they can test themselves whether the pronunciation that they are saying is correct or not. If the pronunciation is not correct it can revised directly by the teacher. When the students read aloud the text, they will be able to hear own pronunciation. Thus, the brain and feeling will be able to hear their pronunciation is correct or not. And after using native speaker talk model through audio-visual media technique, most of the students increase their pronunciation. It means most of the students achieved the target scoreThe mean score of speaking test in Cycle 2 was 74 and the percentage of students who got score ≥ 70 was 72.72%. Based on those result, the students' Pronunciation ability in Cycle 2 was better than in Cycle 1. It means that native speaker talk model using audio visual media technique could improve students' pronunciation.

3.2 For the Observation of Active Participation

In Cycle 1, a lot of students were passive, most of them were paying attention, but not all of them were responding, listening and repeating. The students' active involvement in teaching learning process was 63.05%. The requirement of active student in observation process (75%) in Cycle 1 of this research had not been achieved. It was because the students still did not understand the material. The time was not used as efficient as possible in introducing material. According to Robertson and Acklam (2000:24), the students should understand the meaning of the target language before drilling. In this case, the students still did not understand about how to pronounce the words correctly. It made the students were passive during teaching and learning process.

For Cycle 2, it was needed to make the students understand first to what the theme of the material would play by the teacher by using the time well, so in the class, the students could respond to the teachers' cue, listen and watch to the video and repeat what is heard, pay attention, and also perfom the task. It means that the students could more active than Cycle 1. The students' active involvement in teaching learning process was 77.03 n%. The requirement of active student in observation process (75%) in Cycle 1 of this research had been achieved.

By considering the result above, it could be said that through native speaker talk model using audio visual media technique could improve the students' pronunciation and activeness. The results of this action research in two cycles had also verified the action hypotheses that using native speaker talk model through audio-visual media technique can improve the VII grade students' pronunciation at SMP Muhammadiyah 1 Jember in the 2016/2017 academic year.

3.3 The Weakness of the Research

Although there was an improvement of the students' pronunciation ability and active participation, this research has some weaknesses. The first is about the criteria of success. In the classroom action research, the criteria of success is usually more than 70. In this research, the criteria of success for speaking test is low, that is ≥ 65. It was determined based on the students' condition and ability in learning foreign language. The subject of this research is the students of elementary school and they seldom learn speaking in learning foreign language. It does not matter to determine the target score ≥ 70, but it is needed to pay attention to the human resources. The students in Jember is actually low in learning English. The second is about the time in doing the research. Each cycle consisted of two meeting. Each meeting was provided 50 minutes, it was based on the school hours. In improving Pronunciation ability, giving more time to practice is important. So that, if each meeting have more time, it will make drilling in speaking class can be done well.

1. **Conclusion**

Based on the result of the Pronunciation test that was done in cycle 2, it can be concluded that: (1) The use of native speaker talk model through audio-visual media could improve students' pronunciation. (2) The use of native speaker talk model through audio-visual media could improve students' activeness among the grade VII D students at SMP Muhammadiyah 1 Jember in the academic year of 2016/2017.

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