The Effect of Auditory, Intellectualy, and Repetition (Air) Method on Students' Pronunciation in Reading Descriptive Text

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ABSTRACT

Auditory Intellectualy Repetition (AIR) is a method in English learning that integrates listening activity to gain the information and knowledge by emphasizing in repetition technique. This method focuses on using English competencies as a "bridge" to comprehend the proper pronunciation to say in English. The purpose of this research was determine the effect of Auditory Intellecualy Repetition (AIR) on students' pronunciation in reading skill. Population in this research were the class XI AP 1 and X AP 2 SMK N 1 Rantauprapat in 2019/2020 academic year that consisted of classes wiith 71 students in total. The research of sample was taken using a purposive sampling technique with experimental method. The data was taken by pretest and post-test.The average students learning outcomes on pretest showed data, experimental class = 54,057and control class = 50,250. After being taught using Auditory Intellectualy Repetition (AIR) the data showed = 78,714 with a standart deviation =10,584 while those that did not use Auditory Intellectualy Repetition (AIR)= 75 with standart deviation = 8,763. The result of analyzing the data also showed that score of T-test is higher than t table (2,144 > 1.667). level a = 0.05 Indicated that students who got treatments Auditory Intellectualy Repetition (AIR) is better than those who did not use or get it. In the teaching process the students were more active and confident to pronounce in reading English. So it can be seen that the use of Auditory Intellectualy Repetition (AIR) can affected pronunciation in reading skill at tenthgrade students of SMK N 1Rantauprapat in academic year 2019/2020.

Keywords : Pronunciation, reading skill, Auditory Intellectualy Repetition (AIR).

INTRODUCTION

Expected to have skills for listening, speaking, writing, and reading English with the emphasis on mastery of speaking skill for communication using selected topics related to the environmental needs such as tourism and business. Consider some factors such as the quality of teacher, students' interest and motivation, the book used and the others. All of them are involved in a teaching and learning process. Teaching English to students, a teacher plays an important role because he has to give the very basic introduction of the first foreign language. They must be able to know the students' interest and motivation in learning English.

Teaching and learning English policies have been made by the government. English is a compulsory subject in high school. As stated in Permendiknas No. 22/2006, English belongs to one of ten compulsory subjects in SMK.In terms of reading, teachers should also be concerned about the micro skills. One of the micro skills is pronunciation.

Kelly (in Yosep, 2013: 10) is one that views pronunciation through the constituent parts. Meanwhile, Goodwin as cited in Celce-Murcia (in Yosep, 2013: 10) states that pronunciation is the language feature that most readily identifies speakers as non native.

The aspects of pronunciation that can be taught consist not only the segmental features like how to pronounce vowels and consonants but also the suprasegmental features such as rhythm and intonation. The teacher needs to realize how important pronunciation is. Students who cannot pronounce well cannot express what they intend to and may lose their confidence too. Realizing the importance of pronunciation, teachers should be able to convince students so that they have willingness to improve their English pronunciation. The pronunciation teaching is not expected to get students to have native-like pronunciation but the students can achieve at least the minimum requirement of good pronunciation.

Auditory learning model, Intellectually, Repetition (AIR) is a model that connects three domains, among others: Auditory is learning by prioritizing speaking

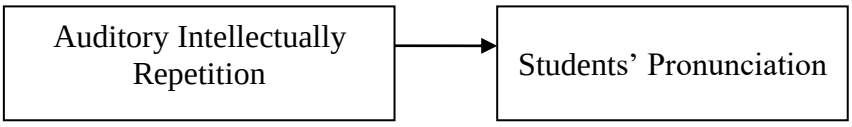
and listening, Intellectually is learning must use the ability to think, and Repetition is learning by holding repetition or repeating. N.U Latifah (in Yunita, 2016: 3) said that this learning model invites students to be able to solve problems through group discussions.

With this model students are accustomed to use their ear senses and thinking ability to do problem solving and based on the law of exercise and repetition stated in Thorndike's theory stated that the process would be very strong if there were frequent exercises and repetitions Riyanto (in Yunita, 2016: 4).

THEORITICAL FRAMEWORK OF AUDITORY INTELLECTUALLY REPETITION

This experiment method in this research uses the type of design research method by *pretest-posttest control grop design*. In this design, Sugiyono said "there are two groups which are chosen randomly, then they will be given a *pretest* to know the first situation between experiment and controll group" (Sugyono, 2012: 112).

2.1. The Picture of Conceptual Framework



The steps of pretest and posttest implementation:

1. In the first meeting, pre-test will be given to the students of experimental class and control class before doing the treatment, to know their basic knowledge about pronunciation in reading. The writer asks the students to read based on the text. They have to read the Description text with the pronunciation.
2. The next meeting after knowing their basic knowledge, the experimental class will be given posttest of AIR treatment to improve the pronunciation.

Darcy, Ewert and Lidster (in Yosep, 2013: 20) state that in terms of implementation of pronunciation instruction, one of the major challenges is to enhance carry-over. According to them, several authors have suggested focusing on

meaningful and communicative in activities which are relevant to real life situations as a way to facilitate carry-over (e.g. Bowen, 1972; Celce-Murcia, Brinton, & Goodwin, 1996; Firth, 1987; Morley, 1991). Celce-Murcia, Brinton and Goodwin (1996) present a framework for the sequencing activities within pronunciation instruction. There are five stages that they offer for teachers to teach pronunciation.

The stages are similar to a presentation, practice and production. Below are stages that teachers may take.

1) Description and Analysis

Initially, the teacher shows students a feature of pronunciation including how and when it occurs. The teacher can benefit from charts (consonant, vowel,or organ of speech) or he might present the rules for occurrence either inductively or deductively. For example, the teacher may either presents the rule of words ending with –ed or provides multiple examples and the learners are asked to figure out the rule.

2) Listening discrimination

Listening activities can be contextualized minimal pair discrimination exercises such as the following from Gilbert (in Yosep, 2013: 21). The speaker (astudent or teacher) pronounces either sentence a or b and the listener responds it with the appropriate sentence.

a) He wants to buy my boat. Will you sell it?

b) He wants to buy my vote. That's against the law.

Using a short listening passage, learners can mark the pauses and/or circle the prominent elements they hear. In general, the listeners‟ task should be clearly difined and focused only one or two features at a time. At this stage, the teacher should focus learners' attention to what they have not recognized yet.

a. Controlled practice

At the beginning, the learner's attention should be focused almost completely on form. Any kind of choral reading can work if the learner's attention is clearly focused on the target feature. Poems, rhymes, dialogues, dramatic monologues all of

these can be used if the content and level engage a learner's interest, In this study the researcher uses Descriptive text in case.

b. Guided Practice

In this stage, the learner's attention is no longer entirely on form. The learner now begins to focus on meaning, grammar, and communicative intent as well as pronunciation. As an example, Hewings and Goldstein (in Yosep, 2013: 20) make use of a memory activity while practicing –s ending. Students are instructed to study a picture **containing** a number of common objects for one minute (two bridges, three suitcases, four glasses, etc). With the text, the students try to pronounce every word on the text correctly based on the sound that they already listen previously.

c. Communicative practice

In this stage, activities strike a balance between pronunciation and reading and emphasizing the repetition to gain the correct pronunciation .

To gain the correct pronunciation in communicative practice, the reseacher will concern towards the repetition part of the Auditory, Intelleectualy, Repetiton (AIR) method. Repetition intends to emphasize the students' intellectuallity in reading ad pronounce well. Based on the steges above the research framework will be conducted to gain the result of Auditory, Intellectually, Repetition (AIR) method. It is supposed to improve the students' ability in pronunciation.

METHOD OF RESEARCH

According to Sugyono (2010: 75), *quasi experimental design* has two forms and they are *time series design* and *nonequivalent control group design.* The design that is used in research is *quasi experimental design* and use the model of *nonequivalent control group design.* Before given the *treatment*, the experiment group and the control group will be given *test* hat is *pretest.* Which is aimed to know the basic knowledge before given the *treatment*. Then, after the experiment group is given the treatment, the experiment group and the control group are given a test that is *posttest*, to know the result afer given the *treatment.*

In this research the experiment group, the teaching and learning proccess will be conducted by giving explanation about the pronunciation parts massively, and the control group the teaching and learning will be conducted by using the conventional way such as choral drilling. In this part, the reasearcher chose the test that is used as a comparation of applying the method. This research is concucted in one meeting in every group.

Quasi experimental design *model nonequivalent control group design* (Sugyono, 2010: 76).

Table. 3.3. Nonequivalent Control Group Design

O_1	XO_2
O_3	O_4

Informations:

O_1 = Experiment group before given the treament

O_2 = Experiment group after given the treatment

O_3 = Control group before given the treatment

O_4 = Control group without any treatment

X = Treatment (Auditory Intellectually Repetition)

The purpose of this quasi experimental research is to find out and investigate the presence or absence of influence and causal relations of a model or method teaching is done or that is tested by researchers in a way give certain treatments to several groups tested, namely in the experimental group and the control group determined.

The Purposive sampling is selected by some arbitrary method because it is known to be representative of the total population, or it is known that it will produce well matched groups. The idea is to pick out the sample in relation to some criterion. Which are concidered important for the particular study, this method is approppriate when the study places special emphasis upon the control of certain specific variables (Yosegh, 2010: 100).

Researcher chooses one class as an Experimental Class and one as the control class. In experimental class are 35 students and control class are 36 students. The totals of sample are 71 students.

Other than that the students were friendly when the researcher came to their school to observe and conduct the initial interview process and the fierce competition between the two majors, it makes researcher were interested in conducting research in class X AP 1 and X AP 2.

Table 3.2. Sample

No	Education Level	Male	Female	Total	Description
1.	X AP 1	11	24	35	Experiment Class
2.	X AP 2	10	26	36	Control Class
		21	50	71	Sample

RESULT AND DISCUSSION

Result of pre-test and post-test of controlled class :

AIR method is effective to improve the students' ability in pronuncing the English words, the students more attractive and more confident and this is supported by the data, based on the calculation of the student's value X AP 1(eksperimental class) found that the mean value of current students of Post-test examination on classroom using AIR with maximum score 94 and minimum score 63 and mean 78,714. Pre test X AP 1 (Eksperimental class) maximum score is 75, minimum score is 40 with mean 54,057.X AP I And the result of analyzing the data, the score of T-test is higher than t table (2, 144 > 1,667). It explains that the class that gets treatment is better than the class that doesn't get it. And can be concluded that there is an effect of simulation technique on student's pronunciation in reading skill atSMK Negeri 1 Rantau Utara.

RESULT VALIDITY TEST

Pretest validity test Number of student (N) = 35, if significances level α= 0.05 is obtained r table = 0,333. While the data is obtained (validity) of each item about the appendix. The evaluation criteria if rxy > r table the moment it was said about the product is valid. Based on sentence 1 rxy = 0,621 and criteria "valid", because rxy > r table from the 10 sentences that have been tested contained 8 sentences that valid. And from the 8 valid sentences taken 8sentences for the test.

Posttest validity test Number of student (N) = 35, if significances level α= 0.05 is obtained r table = 0,333. While the data is obtained (validity) of each item about the appendix. The evaluation criteria if rxy > r table the moment it was said about the product is valid. Based on question 1 rxy = 0,70 and criteria "valid", because rxy > r table from the 10 sentences that have been tested contained 7 sentences that valid. And from the 7 valid sentences taken 7 sentences for the test.

RESULT OF REABILITY TEST

Pretest by using formula of determining reliability in chapter III obtained reliability coefficient with (N) = 35 and significances level α= 0.05 while r11 = 0, 62 . Assessment criteria if 0.60 – 0.80 coefficients it is said that data is reliable and the criteria is high. Posttest by using formula of determining reliability in chapter III obtained reliability coefficient with (N) = 35 and significances level α= 0.05 while r11 = 0, 70 . Assessment criteria if 0.60 – 0.80 coefficients it is said that data is reliable and the criteria is high.

RESULT OF NORMALITY TEST

To test the student's ability to use data normality test Liliefors. From the calculation of the two classes, namely the value of using AIR method on student's pronunciation in reading skill in class XAP 1 SMK Negeri 1 Rantau Utarapretest obtained L count = 0,084 L table = 0, 150 and error analysis of students using AIR method on student's pronunciation in reading skill in class XAP 2 SMK Negeri 1 Rantau Utarapretest obtained L count = 0, 080 Ltable = 0, 148. Because Lcount < L table it can be concluded that two groups of samples is normal distribution.

The result of normality test of learning outcomes of AIR method on student's pronunciation in reading skill in class X AP 1 SMK Negeri 1 Rantau Utara posttest obtained L count = 0,148 L table = 0, 150 and error analysis of students using AIR method on student's pronunciation in reading skill in class X AP 2 SMK Negeri 1 Rantau Utara posttest obtained L count = 0,132 L table = 0, 148. Because L count < L table it can be concluded that two groups of samples is normal distribution.

HOMOGENITY TEST

Of the calculation in the appendix, shows that the price of F experiment class = 0,830 with F table = 4, 14 and F control class = 1,976 and F table = 4, 13 and the real level α= 0.05. Turns Fcount < Ftable, means learning outcomes with using simulation technique on student's speaking skill have the same variance (homogeneous).

HYPHOTESIS TEST

It is known that the two sets of data are normally distributed and have the same variance (homogeneous). The data used for testing this hypothesis is the ultimate test of student learning. Hypothesis testing is conducted to test the one hand by using statistical T-test, the table can be seen in appendix 6.

Obtained T count = 2,144. Then compared to the price of T table in dk n1-n2 = 69 and level α=0.05 it is 1, 667. With the testing criteria are : accepted Ho if T count < T table. Since the calculation of hypothesis testing found that T count = 2,144 and T table = 1, 667. So in this research Ho is rejected and Ha is accepted. In other words, there is an effect of simulation technique on student' pronunciation in reading skill at SMK Negeri 1 Rantauprapat in the Academic Year 2019/2020.

CONCLUTION

This research was implemented to the X grade students of SMK N 1 Rantau Utara in the academic year 2019/2020. Research findings about using AIR method showed that there was significant difference between students who were taught conventional

and who were taught by AIR method. Based on data processing and testing hypothesis in this research can be concluded:

1. AIR method was believed to be able to motivate, encourage students in pronouncing and reading, the teaching and learning activity in the class become more enjoyable so that the students became actively involved and interested in the teaching and learning activities.
2. The students were given more chances for practicing pronunciation in reading. In addition, since it was practiced among their classmates, the students could lose their fears of making mistakes. Joining the teaching and learning process, the students were more enthusiastic and they could reduce their bored. Moreover, the students and the English teacher did not have any difficulties for implementing AIR method.
3. AIR method giving feedbacks to the student was able in learning material. The students knew English words since they had known how to pronounce it correctly. It helped them to repair the students' mistakes in pronouncing the words. It can be implied that giving feedbacks made the students more confidence and it could repair their mistakes.
    1. Based on the result of the test, the student's pronunciation in reading skill had significantly improved from the pre-test to the post-test. The Pretest mean value before using AIR method at X AP 1 is 54, 057 with standard deviation is 11,214 while the mean value of error analysis at X AP 2 using conventional model is 50,250 with standard deviation is 13,686. The Post-test on classroom after using AIR method at X AP 1 is 78,714 with standard deviation 10,584 while student who using conventional model at X AP 2 using conventional model is 75 with standard deviation is 10,584.

    2. The result of analyzing the data, the score of T-test is higher than T table (2,144 >1,667). It explains that the class that gets treatment is better than the class that doesn't get it. And can be concluded that there is an effect of

AIR method student's pronunciation in reading skill at SMK Negeri 1 Rantauprapat.

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