



## The Effectiveness of Using Phonetic Method in Improving Students' Speaking Ability

Suhardi

Cokroaminoto Palopo University

Received : 12 September 2018; Accepted : 2 November 2018

URL : <http://ejournal.iainpalopo.ac.id/index.php/ideas>

### Abstract

This research is aimed at finding out the effectiveness of using the phonetic method in improving students' speaking at civil vocational high school number four (SMKN 4) in Palopo. This research employed pre-experimental design. The population of this research is the first grade students at SMKN 4 Palopo. It consists of 2 classes and the total number of population is 41 students. This research used cluster sampling technique, the sample of this research is the class B where consists 20 students. The instrument in collecting the data is speaking test. The treatment of this research is phonetic aspect in six times meeting, based on the data analysis, the writer find out the mean score of pretest is 36.80 it is classified very poor and mean score of posttest is 65.00 it is classified average. Its mean that data show students' speaking ability is effective improve by using phonetic metod. The result of statistical analysis for level of significant ( $p=0.05$ ) with degree freedom ( $df=N-1$ , where  $(N-20)$ ,  $df=19$ ). The probability value is smaller than  $\alpha$  ( $0.00 < 0.05$ ). It indicates that the alternative hypothesis ( $H_1$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. The result give the confirmation about phonetic method can improve students' ability in speaking.

**Keywords:** *speaking ability, phonetic method*

## **INTRODUCTION:**

Language has important role in almost all aspects of human life to do their daily activities. language is a media to convey ideas and feeling more ever in communication. Language that have been teach in every country as the median in making communication with the other person from the other country. In Indonesian teaching English is aims to make the people to be able to use English in oral and writing, specifically speaking is an activity used by person to communicate and it has become a part of our daily activities, when someone delivers his/her ideas, he or she interacts and uses the language to express his or her ideas, feeling and thinking. In this world many people bring out the speaking is one of important aspect to support their activities such as works, studies, etc. In this modern era almost all aspect of life from the smallest to the biggest ones mostly use English as international language, for assistance, in the field of business, commerce, administration, and government. Knowing this, everybody are demanded to be able to anticipate the situation. English use is an important role in human life by mastering English. It means that a person have to has a key to open the door of global are, study language is a sources to open the world global area.

Based on the experience most of the students of the vocational high school (SMK N 2) in Palopo are very difficult in speaking although the students have idea but they hard to open their mouth in saying some words in English. The writer ask to the teacher that have been teach them, the teacher said we need a good way to teach them English So, the writer is tray to find out about the effectiveness of speaking students' ability in using phonetic method. This research is limited to improving students' speaking ability by using phonetic method at civil vocational high school number four (SMKN 4) in Palopo. It deals with the first grade of English students focused on pronunciation, grammatical, and fluency.

Speaking is an activity that use in making komunication with theother to deliver our idea, mean, opinion, suggestion, information also critic. When someone talk about something, there are many elements that we should understand. There are the topic of what the speaking about, vocabulary, grammar, and also intonation. It can be understand if the pronunciation correct in produce the sound of letter. There are many expert have defined the speaking, so next the expert that the writer take as references in his research.

River (1995) the definition of speaking is "to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages".

Heaton (1988) defines speaking ability as the ability to communicate ideas appropriately and effectively. In sum, speaking ability is the ability to speak appropriately and effectively n a communicate ideas and thought. Speaking is

*Suhardi :*

*The Effectiveness of Using Phonetic Method in Improving Students' Speaking Ability*

the most essential way in which the speaker can express himself through language.

Based on some statements of the two experts previously, the writer concludes that speaking is the way to express our ideas, our feelings and if we want to know some information in sharing our opinion and also speaking is the tool of communication with other people in our daily life.

**1. Competence of Speaking Skill**

Speaking is making use words in an ordinary voice, uttering words, knowing and being able to use language, expressing oneself in words, making speech. Speaking also skill and the ability to explain something well. Therefore, we can infer that speaking is the ability that make use words or sentences in communication to express oneself in an ordinary voice. Its mean that speaking is very important competence that we have to have in making some purposes like uttering words, making speech, to do something well, to express explain, convey thinking, feeling, and idea.

Based on the explanation above, to measure the students' speaking ability, the write formulate there are five competences as follows:

1. Pronunciation

Pronunciation is the speaker way to express every single word in correct language. Pronunciation is needed to make good understanding between speaker and listener; moreover, clear pronunciation can express the speaker ideas correctly and make the listener understand the ideas.

However, Burns and Claire (2003) state the survey conducted for this project showed that pronunciation can be something of a 'Cinderella' in language teaching – to be given low priority or even avoided.

2. Grammar

Grammar is the way to meke our sentence in speaking have good structer. Its mean that, when the speaker have a good structer in produce sentences in speaking the listener will easy to understund what the speaker said. Its consider with Bakto (2004) defines grammar is needed in spoken language in order to arrange the correct sentence. People judge you by the way you speak and they can dismiss what you have to say if you say it carelessly.

3. Vocabulary

McCharty (2002) states the English has a very large vocabulary, which adds greatly to our opportunities to express subtle shades of meaning and to use different styles. Moreover, vocabulary is the important component in speaking skill. By mastering enough vocabularies, students can express their idea clearly. Turk, C (2003) states the second way in which spoken language differs from written language is the choice of vocabulary is very different.

Vocabulary is the fundamental aspect in speaking, why the writer said like that, because without vocabulary the speaker will not be able to say anything to convey what the speaker will deliver to the listener.

#### 1. Fluently

Fluently is the aspect need to make communication more interested. The speaker had fluent in speaking she/he will be easy to speak and explain something. The writer consider by Hornby (2008) defines fluency as the quality of being able to speak smoothly and easily. It means that someone can speak without any hesitation. Someone can speak fluently even though he makes errors in pronunciation and grammar.

#### 2. Self confidence

According to Hornby (2008) says self confidence is the belief an individual capabilities will thus be satisfied with himself. Whereas, Wilkins (1972) defines the self - confidence as a conviction of someone who is able to behave as expected and desirable. Based on the above description it can be inferred that the self - confidence is feeling confident of the ability of self that includes a good assessment and acceptance of himself as a whole.

Phonic is a system of teaching reading and speaking English language that has been proven effective for many years in teaching kids how to read and speak fluently and accurately. There many writer also mentions the phonic is the cornerstone of the reading. Adams (1990) states that the phonic method (the sound) is the most effective method in teaching reading for children start early. Terrell (1977) states a teacher of Spanish in California, outlined "a proposal for a 'new' philosophy of language teaching which [he] called the Natural Approach. This was an attempt to develop a language teaching proposal that incorporated the "naturalistic" principles researchers had identified in studies of second language acquisition. The Natural Approach grew out of Terrell's experiences teaching Spanish classes, although it has also been used in elementary-to advanced-level classes and with several other languages. Mansur (2008) mentions that the phonetic there are parts that explains why we can produce sound in the sound system and the different sounds. Inside there are phonetic segmentation, i.e. the sound produced by the instrument, said respiratory and vocal cords. According to Suprayitno (2014) it turns out that there are a variety of ways in learning and how to speaking include reproduce vocabulary, read, know simple English grammar, English writing, reading, doing conversation with English, listening to English songs, watching movies in English, and are happy with the English language.

Based on the explanation above, the writer defined the Phonetic Method is the process in produce the sound of words well so ear and listener convert listen the sound and easy to understand the meaning of words. The phonetic method also prioritizes training the ear and speaking training in presenting language lessons by listening exercises followed by exercises say the words and sentences in a language being studied and if we want to be a good speaker

Suhardi :

*The Effectiveness of Using Phonetic Method in Improving Students' Speaking Ability*

in many language we have to start by phonetic, we must know simple English Grammar, and always asking and giving information through writing, reading, doing conversation with English, listening to English songs, watching movies in English, and are happy with the English language.

## **Method**

The writer used quantitative research and the method is pre experiment in doing this research and its consider with L.R. Gay (1981:9), quantitative research was the collection and analysis of numerical data in order to explain, predicts, and control phenomena of interest. In this research, the researcher applied experimental method with pre-experimental research design.

This research has taken sixth meeting as one meeting for pre-test, four meetings for treatment, and one meeting for post-test. Location of the Research this research conducted at the civil vocational high school number four (SMKN 4) in Palopo, especially the first grade of the accountancy class. The total of the population consists of 41 students from the two class. They are Accountancy class A = 21 students and Accountancy class B = 20 students. The writer used cluster sampling technique. So, the writer dedicated 20 students and select Accountancy class B as the sample of this research and the sample consist of 20 students. The research instrument that was speaking test. The test required the students to listen to a topic about conversation recording of finance and convey what they get from to the conversation recording in front of class to show their competence in speaking ability.

## **Results and Discussion**

### 1. Scoring students' speaking ability in pretest and posttest by pronunciation

In the pretest the writer find that, there are 6 students get 20 points (30%) classified as very poor, 9 students get 40 points (45%) classified as poor and 5 students get 60 points (25%) classified as average. It shown the students lack in pronunciation.

In the posttest 15 students get 60 points (75%) classified as average, 5 students get 80 points (25%) classified as good. The data shown that after giving treatment the students have improved their pronunciation.

### 2. Scoring students' speaking ability in pretest and posttest by grammatical

In the pretest the writer find 3 students get 20 points (15%) classified as very poor, 7 students get 40 (35%) classified as poor and 10 students get 60 points (50%) classified as average. It shown that the students lack in grammar.

In posttest the writer find 10 students get 60 points (50%) classified as average and 10 get 80 points (50%) classified as good. It's mean that the students have improved their grammatical after giving treatment.

### 3. Scoring students' speaking ability in pretest and posttest by fluency

In pretest 15 students get 20 point (75%) classified as very poor, 3 students get 40 points (15%) classified as poor and 2 students get 60 points (10%) classified as average. It shown the students lack in practice so the students not fluency to produce the sound.

In posttest the writer find 17 students get 60 points (85%) classified as average and 3 students get 80 points (15%) classified as good. Its mean that the student have improved their ability in produce the sound of word so their fluence in speaking.

The result of statistical analysis for level of significant ( $p=0.05$ ) with degree freedom ( $df=N-1$ , where  $(N-20)$ ,  $df=19$ ). The probability value is smaller than  $\alpha$  ( $0.00 < 0.05$ ). It indicates that the alternative hypothesis ( $H_1$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. The result give the confirmation about phonetic method can improve students' ability in speaking

Pronunciation is the important aspect in English because that is the way of the speakers to make communication and express their idea. When speaking English the the other person should pay attention about the pronunciation. It is in line Nurul (2011) states that if we want to be successful language learner; should use the language as often as possible, think with the target language is spoken because pronunciation is the way for students to produce clearly language when they speak. When speaking activity is running the writer find several grammatical errors when the students make conversation in front of the class which appropriate what they get from conversation recording, the student grammatical errors are concord, word order, the combination of word in sentences when they are speaking. The students lack of in vocabulary so there are not fluency in producing the sound of word and also the writer find that the students not fluency in speaking cause of lack of vocabulary. According to Mackey (1965) phonetic method also known as the oral method. The method begins with ear, then to the row of speech sound (phonemes), word, phrase, and sentences. The next step that is connecting with conversation and stories.

## Conclusion

Suhardi :

*The Effectiveness of Using Phonetic Method in Improving Students' Speaking Ability*

Phonetic method can improve the students' speaking ability. The mean score in pretest is 37.70 it classified very poor, and the mean score in posttest is 66.15, it classified average. It's mead that the students have improved their ability in speaking after the writer gives the treatment. The result of t-test p-Value (0.00) is lower than  $\alpha$  0.05. So the decision hypothesis that  $H_0$  is rejected and  $H_1$  is accepted result of T-test, the writer find that there is a significant difference between the result of pretest and posttest. Moreover, by comparing the result of T-test and T-table where T-test is higher than T-table ( $29.69 > 2.09$ ).

## References

- Anderson and Bachman. 2009. *Learning of English Language*. Italia: Cambridge University Press.
- Andewi, M.H. 2012. *Penggunaan Metode Natural Approach dalam meningkatkan kemampuan berbicara (speaking)*.
- Bakto, A. 2004. *When Bad Grammar Happens to Good People: How to Avoid Common Errors in English*. Franklin Lakes, NJ: Career Press.
- Brown, H.D. 2003. *Principles of Language Learning and Teaching*. Approaches and Methods in Language Teaching. Second Edition. Jack C. Richards and Theodore S. Rodgers: Cambridge.
- Burgon, M., and Ruffner, M. 1978. *Human Communication*. Holt, Rinehart and Winston USA.
- Burns. A and Claire, S. 2003. *Clearly Speaking: Pronunciation in Action for Teachers*. Sydney: Macquarie University.
- Candlin, Christopher N. 1981. *The Community Teaching of English: Principle and an Exercise Typology*. Britain: Longman Group Limited.
- Chastain, Kenneth. 1976. *Developing Second Language Skills: Theory to Practice*. McNally College Publishing. New York.
- Gay, L.R. 1981. *Educational Research, Competency for Analysis and Application. Second Edition*. New York: Merrill Publishing Company.
- Larry, M.H. 1975. *Phonology: Theory and Analysis*. University of Southern California. California: United States of America.
- Heaton J.B. 1988. *Writing English Language Test*. New York: Longman Group UK Company.
- Hornby. 2008. *Speaking Oxford Dictionary*. University Press, New York.
- Mansur. 2008. *Definition of Learning method*. Workshop English Language Unindra.
- Michael McCharty. 2002. *Improving Vocabulary Mastery. Third Edition*.

- University of Southern California. California: United States of America.
- Nasrullah. 2008. *Improving Speaking Skill through Retelling Story at the Tenth Year Students of Madrasah Aliyah Negeri (MAN) Palopo*. Thesis S1 Cokroaminoto Palopo University.
- Nurjamal, Daeng. 2010. *Penuntun Perkuliahan Bahasa Indonesia*. Bandung: Alfabeta.
- Syarifah. 2011. *Rubrik Penilaian Pembelajaran Bahasa Inggris*. MTs Negeri Karanganyar.
- Terrell, T. 1977. *The Natural Approach*. Approaches and Methods in Language Teaching. Second Edition. Jack C. Richards and Theodore S. Rodgers: Cambridge.
- Turk, C. 2003. *Effective Speaking: Communicating in Speech*. London: Spon Press.
- Wilkins, D.A. 1972. *National Syllabuses and the Concept of a Minimum adequate grammar*. In C.J. Brumfit and K. Johnson (eds.), *The Communication Approach to Language Teaching*. Approaches and Methods in Language Teaching. Second Edition. Jack C. Richards and Theodore S. Rodgers: Cambridge