

# THE USE OF PHONETIC METHOD IN TEACHING ENGLISH IN SDN 3 SUNGAI PINYUH

*Phonetic  
Method,  
Vocabulary*

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***Abstract** - The purpose of this study is to improve student learning outcomes through the implementation of a phonetic method of memorizing vocabulary in teaching English to fifth grade students of SDN 3 Sungai Pinyuh. The subjects in this study are 22 students who are in the fifth grade in the academic year 2016 - 2017. Furthermore, the object of this study is the implementation of phonetic methods to improve learning outcomes of English. The steps that the author did was creating action planning, action, observation and reflection. This research is a form of class action research. The research instrument consists of observation, testing, and documentation. The successful implementation of a phonetic method on subjects known by their English learning outcome of prior actions, cycle I and cycle II.*

***Keywords:** Phonetic Method, Vocabulary, Elementary School.*

## **I. INTRODUCTION**

In globalization era, the ability to master a foreign language is one of the main demands. English could be said as one of the languages of the world, because it was used by many countries and cultures to communicate. Based on these, policies that make the English language as one of the subjects for elementary schools was well received by the public. Where in, the role of English as local content subjects.

The government's policy on teaching English in elementary school (SD) are mentioned in the SK Kementerian dan Kebudayaan No.060/U/1993 dated February 25, 1993 about the possibility of the English language program as local content subjects in SD (elementary school), and may start in the 4th grade. In addition, the Depdikbud (1994: 1) states that "English is the international language to be taught for the purpose of absorption and development of science, technology, and arts and culture as well as the development of relations between nations".

The Government specifically give attention to learning English to elementary schools by imposing a curriculum 2004 -based elaboration stated in Government Regulation (PP) number 19 of 2005 concerning the standard process. Rayner (2001) also mentions that many good elements of the cultural environment is

absorbed by the various languages of English. Influence barged into all facets of life; namely in the fields of science, politics, economics, popular culture, film, up to the final breakthrough, namely in the internet world.

English subjects in SD / MI aims to make the students have the ability to develop the competence to communicate verbally are limited to reducing actions (language Accompanying action) in the context of the school, and also have an awareness of the nature and importance of the English language to enhance the nation's competitiveness in a global society.

In reality, it shows that mastery of English in class V SDN 3 Sungai Pinyuh are still many weaknesses and shortcomings. Of the 22 students who take English lessons only 8 students who scored above 60, and the rest did not achieve mastery is the reference teacher after being given a test of written and spoken.

The learning process in the subjects of English in class V SDN 3 River Pinyuh taught about vocabulary, reading, speaking, and listening. Recognizing the importance of English language teaching, the teacher needs to prepare a programmed learning model in order that students obtain a good learning experience. The ability of an educator is the ability of the given task is determined by the ability of teachers in teaching, both in terms of knowledge and skills possessed by the learners themselves.

To overcome the above problems, the teacher needs to develop a method that is suitable for creating a fun learning environment in learning English. Associated with the ability of teachers to teach, it is advisable for the need to implement the method. Method is a method or a way to go to achieve certain goals. According to Saiful Bahri Djamarah explained that the method of teaching is a teaching strategy as a tool to achieve the expected goals. Meanwhile, according to Subada M and Sunarti, the method of presenting the material is thorough plan with a systematic order based on a particular approach. Based on some of the above explanation can be concluded method is a way of presentation is done in the teaching approach and systematic scheme to achieve certain goals. Where the purpose in question are for students to receive lessons easily effectively and efficiently, so what is the purpose of learning can be achieved.

In this study, the method used is the phonetic method. In this case the researcher will try to improve student learning outcomes in the subjects of English through phonetic method, so it is expected the students to gain knowledge about

vocabulary, reading, speaking, and listening. Phonetic method is a way of serving a foreign language through listening exercises followed by exercises pronounce the words the phrase in the foreign language being studied (Tayar Yusuf and Saiful Anwar, 1997: 159).

Methods Phonetic a theory certainly has its advantages and shortcomings, so this theory can be useful for teachers and students in an effort to improve the student learning outcomes.

The excess phonetic method is:

- 1) This method teaches students the ability to read fluently and eloquently well as the ability of conversations, many latihanlatihan dialogue and writing (dictation).
- 2) Students listen to readings and conversations fault of teachers or classmates, to then be changed and improved where the problem was.

While the lack of Phonetic method is:

- 1) This method requires seriousness and expertise (professional) on the part of teachers in addition to planning and time must be ripe.
- 2) In the beginner levels (first) method is still difficult to apply, especially for children who do not have a stock (basic) adequate foreign language, because it is needed to motivate students and teach communicative.
- 3) If the series of lessons are not organized and planned in such a way, the lessons and mastery of materials for students be floating, such a conversation was all-round responsibility, therefore, the timing and the material should be arranged in such a way that both are occupied. (Tayar Joseph and Saiful Anwar, 1997: 160-161)

### **The steps Implementation Methods Phonetic**

- 1) The teacher read a foreign language in front of the class, or open / switch on the reading event in the form of audio / video, students listen and pay attention to the event reading it carefully, seriously (no messing around when reading it), students should pay attention true style and intonation, as well as the movements of a particular form of expression in the passage.
- 2) The series in the reading should be structured so as to be the perfect reading material / sustainable.

- 3) The teacher can stop the series of specific subjects if the lesson series has been finished and mastered by students, it can then proceed to the session / next series.
- 4) After reading the lesson is completed, then the conversation exercises can be done. For example conversations original nature is simple, once it leads to conversations complex / more difficult.
- 5) To clarify the speech and the conversation, then this method is recommended to use props / teaching media.
- 6) At the end of each lesson material, the teacher should provide practical exercises in reading and conversation exercises each of the students, and remember the teacher can provide various records of special, conclusions and advice in the form of encouragement (giving motivation for the students) in order to study hard, diligent and regular daily exercise

As mentioned above, it is expected with the implementation of this phonetic method can improve student learning outcomes. Where learning outcomes can be changes in the ability of cognitive, affective, and psychomotor, which included of teaching purposes. Learning outcomes are used as a reference measure to determine how far the students master the material that has been taught. Sadirman S. et al (2: 2009) states that the learning outcomes such as changes in behavior or behavior that will change or increase learning behavior, either change the knowledge, motoric skills, or control values attitudes.

According Dimiyati and Mujiono (3: 2002) learning outcomes are the result of an interaction act of learning and teaching acts. From the student side, learning outcomes is the end of the piece and the learning process, learning outcomes, in part due to follow the teacher, a teaching achievement of the objectives. Learning outcomes is an important factor in education. The learning result is output after making the learning process, after the learning process, the teacher always conduct an evaluation of the student in order to determine the level of student mastery of the material that was submitted, and the evaluation result obtained is the result of students' learning of lessons. The role of the teacher in the learning process is absolutely necessary, where teachers and students is an interconnected system between one another for the realization of a goal to be achieved that improvement of learning outcomes.

From the above explanation can be concluded that the study results is the ability of students after learning process, which is usually expressed in the form of scores or grades obtained by performing test. Dipengarhi learning outcomes by two factors, namely inside and outside factors. According Slameto stated that there are two factors that affect student learning outcomes, are (1) internal factors (from the children themselves) are physical, psychological and exhaustion, and (2) external factors (external students themselves), the family, school and society. (3) factor learning approach (approach to learning), which is the type of student learning effort that includes strategies and methods that students use to conduct learning lesson materials.

Based on exposure above, it is known that there are many among the students who study results are still very low, it is indicated more than 50% of students who do not receive grades above KKM are 60. Therefore, researchers interested in conducting action research with the aim to find out that phonetic method can improve student learning outcomes in teaching English.

## **II. METHOD**

### **Subject and object of research**

As the subjects in this study were students of fifth grades SDN 3 Sungai Pinyuh academic year 2016-2017 the number of students by 22 students. While the object of this research is the implementation of a phonetic method to improve learning outcomes in teaching English.

### **Research Method**

The method used in this research is classroom action research (CAR) method. According to Gunawan Undang, The purpose of CAR is in addition to solving concretely problems in the classroom who experienced directly by teachers and students, as well as to encourage the growth of academic culture and professionalism of teachers (3: 2008). then according to Carr and Kemmis, RB Burns in Burns (1999: 30) action research is the application of a fact finding to practical problem solving in a social situation with view to improve the quality of action within involving the collaboration and cooperation of researchers, practitioners and laymen.

### **Research procedure**

In accordance with the characteristics of PTK, the research was conducted in several cycles. In this study will go through two cycles of the first cycle and the second cycle. In more detail, the stages of the procedure of the research is as follows:

The first cycle and the second cycle

1. Planning
2. Implementation
3. Observations
4. Reflection

### **Data collection technique**

To search for data in this study, researchers used several data collection techniques are:

1. Observation
2. Test
3. Documentation

### **Data analysis technique**

Analysis of the data for submission hypothesis classroom action research was conducted qualitatively and quantitatively. Qualitative techniques are used to describe the activity of teachers in teaching and student activity in learning. Quantitative techniques are used to analyze the achievement of student achievement in English language learning research data were analyzed descriptively for each cycle.

## **III. RESULTS AND DISCUSSION**

After analyzing the results of tests before action, it is known that the completeness of students only reached 36.36% or only about 8 students who achieve KKM has been established, which is 60. To more clearly seen in the following table:

**Table 1. Results of students of class V SDN 3 Sungai Pinyuh Prior Actions**

No	Score	Frequence	Prosentase (%)
1	85 – 100	1	4,55%
2	70 – 84	2	9,09%
3	60 – 69	5	22,73%
4	40 – 59	11	50,00%
5	<40	3	13,64%
TOTAL			100%

### **Cycle I**

#### **1. Planning**

In this stage of the planning / preparation of these actions, the steps that must be done is to prepare lesson plan (RPP); selects the subjects; preparing the observation sheet activities of teachers and students' activity during the learning process by using the phonetic method.

#### **2. Implementation Actions**

In the implementation of this action carried out in the first semester, in which the first cycle is done in two meetings, in accordance with the study schedule learning schedule that has been set in the fifth grade in the subjects of English SDN 3 Pinyuh River. Where one session consists of two-hour lesson (2x35 minutes). Here's an explanation of each meeting.

##### **a) The first meeting**

The learning process at the first meeting by using phonetic learning methods that discuss about Numbers matter. At the beginning of the learning activities of teachers with students praying before the study, after the teacher taking attendance student. Then the teacher explains the steps phonetic learning methods that will be used with words that are easy to understand and convey the purpose of learning.

Entering the core activity, the teacher presents the subject matter with the teacher opened a lesson by turning on the audio / video and repeat up to three times a round. Teachers can stop any mention of the numbers, if the students

are able to take control and move on to the next number, and so it goes. Once completed the teacher repeated mention the numbers of 1-29 and followed by the students. Teachers to motivate students to study earnestly. At the end of the activities, teachers and students mentioned returned the numbers of 1-29 together, then the teacher gives students the chance to memorize the numbers from 1-29.

b) The second meeting

The learning process at the second meeting with the phonetic teaching methods for advanced material that discusses about Numbers. At the beginning of the learning activities of teachers with students praying before the study, after the teacher taking attendance student. Then the teacher explains the steps phonetic learning methods that will be used with words that are easy to understand and convey the purpose of learning.

Entering the core activity, the teacher presents the subject matter with the teacher opened a lesson by turning on the audio / video and repeat up to three times a round. Teachers can stop any mention of figures, if the students are able to master and switch keangka the next, and so on. After completion of the teacher repeated mention of the figure of 30-60 and attended by the student. Teachers to motivate students to study earnestly.

At the end of the activities, teachers and students to name returned figures of 30-60 together, then the teacher gives students the chance to memorize the numbers from 30-60.

3. Observation Cycle I

The observations were made by colleague researchers to collect data on the activities of students in the learning process, from the initial activities / opening, the core activity until the closing. Based on observations in the cycle I of teacher activity obtained at this first meeting reached 53.33%. It is known that the activities of teachers at the first meeting of the cycle I in the category "Enough" because they are in the range of 41% - 60%.

While the activity of teachers at the second meeting of the cycle I is reached 66.67%. It is known that the activity of the teachers at the second meeting of the first cycle in the category "Enough" because they are in the range of 41% - 60%.



Perfection of teachers in implementing the learning method Phonetic greatly affect student learning activities. Based on the observation of fifth grade students of SDN 3 Sungai Pinyuh, known alternative "Yes" student activity using Phonetic learning methods at the first meeting of the cycle I was 60.60%, while the alternative "No" is obtained 39.40%. So based on the predetermined classification turns learning activities of students in the cycle I currently on the classification of "Medium" which is in the range 41% - 60%.

While based on the observation of fifth grade students of SDN 3 Sungai Pinyuh, known alternative "Yes" student activity using Phonetic learning methods at the second meeting of the cycle I was 66.67%, while the alternative "No" is obtained 33.33%. So based on the predetermined classification turns learning activities of students in the cycle I currently on the classification of "High" which is in the range 61% - 80%.

After the implementation of the action is done, then do an evaluation form to measure the ability of students memorizing students in learning English with the material number. The results of tests conducted by researchers after the learning process in cycle I.

Based on the results of tests that have been done can be seen that the students who received grades > 60 there are 13 people or 59.1%, and 50 students who scored <60 there are 9 people or 40.90%. From the data of student learning outcomes At the English Language subject material number in the cycle I showed an increase student learning outcomes of prior actions to cycle I.

#### 4. Reflection Cycle I

The next stage is to conduct a reflection, which is to review, discuss and evaluate learning activities that just do. Reflection is performed to determine deficiencies or obstacles in cycle I. Based on the results in the cycle I, it can be concluded that in the subjects of English, in the cycle I reaching an average of 61.6% to reach 59.1% of completeness class. Thus the average percentage of student learning outcomes have not reached the standard of success that has been established in this study was 70%. Furthermore, in the implementation of learning in the cycle I there is still a deficiency, therefore it is necessary the holding of improvement.

As for that still need to be improved, are: a) teachers explain the learning steps sequentially; b) teachers to stop mentioning the numbers before the students memorize and master the numbers; c) less teachers motivate their students to study hard and not give awards or compliment to students who can recite numbers and memorize the numbers are well; d) the teacher should stop mentioning the numbers when students have memorized, but in actual teacher does not give the opportunity that has been memorized but provides an opportunity for students who are more fun to play with their friends.

## **Cycle II**

### **1. Planning**

Cycle II is a continuation of the cycle I. As for measures prepared in this activity are: a) preparing lesson plan with material numbers above 10, with indicators mentioned numbers correctly, in particular a number greater than 10; b) prepare observation sheets teacher activity and student activity during the learning process using phonetic learning methods.

### **2. Implementation Measures**

The timing of the action of the second cycle lasts 2 days after completion of the cycle I. The length of time for the cycle II are two meetings, each of which consists of meeting a 2 hour lesson (2 x 35 minutes). The activities and observations on each of the meeting are as follows:

#### **a) The third Meeting**

Before the learning process in the cycle II begins, the researcher teachers fellow students praying before the study, after the roll student teacher learning. Then the teacher before starting a lesson to motivate students to be more willing to earnestly learn. Then the teacher explains the steps Phonetic learning methods that will be used to fifth grade with words that are easily understood by the students, and then deliver the learning objectives. Entering the core activities of the teacher presents the subject matter with the teacher opened a lesson by turning on the audio / video and repeat up to three times a round. Teachers can stop any mention of figures, if the student has been able to master and move on to the next number, and so it goes. After completion of the teacher repeated mention of this figure and followed by the students, At

the end of the activities of teachers and students put the figure at 61-80 together, then the teacher allowed students to memorize the numbers 61-80.

b) The fourth Meeting

The learning process at the fourth meeting of the second cycle of talks about the numbers 81 - 100. At the beginning of the learning activities of teachers and students to pray before the study, after the prayer roll student teachers. Then the teacher explains the steps Phonetic learning methods that will be used to the fifth grade students with words that are easily understood by the students, and then deliver the learning objectives. Entering the core activities of the teacher presents the subject matter with the teacher opened a lesson by turning on the audio / video and repeat up to three times a round, Teachers can stop any mention of the numbers, if the student has been able to master and move on to the next number, and so it goes. After the completion of the teacher repeated mention of the number and followed by the students, teachers to motivate students so earnestly to learn. At the end of the activities of teachers and students put the figure 81-100 together, then the teacher gives students the chance to name a number 81-100.

3. Observation Cycle II

The observations were made by colleague researchers to collect data on the activities of students in the learning process, from the initial activities / opening, the core activity until the closing. Based on observations on the cycle II obtained at the third meeting of teacher activity reached 76.67%. It is known that the activity of the teachers at the third meeting of the cycle II in the category "Perfect" because they are in the range of 61% - 80%.

While the activity of teachers at the fourth meeting of this cycle II reaches 80%. It is known that the activity of the teachers at the fourth meeting of the cycle II in the category of "perfect" because it is in the range of 61% - 80%.

Perfection of teachers in implementing the learning method Phonetic greatly affect student learning activities. Based on the observation of fifth grade students of SDN 3 Sungai Pinyuh, known alternative "Yes" student activity using Phonetic learning methods at the third meeting of the cycle II was 71.73%, while the alternative "No" is obtained 23.91%. So based on the predetermined

classification turns learning activities of students in the cycle II was on the classification of "High" which is in the range 61% - 80%.

While based on the observation of fifth grade students of SDN 3 Sungai Pinyuh, known alternative "Yes" student activity using Phonetic learning methods at the fourth meeting of the cycle II was 79.71%, while the alternative "No" is obtained 15.94%. So based on the predetermined classification turns learning activities of students in the cycle I currently on the classification of "High" which is in the range 61% - 80%.

After the implementation of the action is done, then do an evaluation form to measure the ability of students memorizing students in learning English with the material number. The results of tests conducted by researchers after the learning process in the cycle II.

Based on the results of tests that have been done can be seen that the students who received grades > 60 there are 20 people or 90.9% and students who scored <60 there are two people or 9.09%. From the data of student learning outcomes At the English Language subject material number on the cycle II showed an increase student learning outcomes of the action to the first cycle to the cycle II

#### 4. Reflection Cycle II

Based on observations conducted by researchers during action in cycle II, the learning process has been performing well, namely: a) teachers have been implementing measures phonetic learning methods are well and clearly into the category of "perfect"; b) during the learning process, the teacher has to motivate students to study hard and give awards to students who could memorize well.

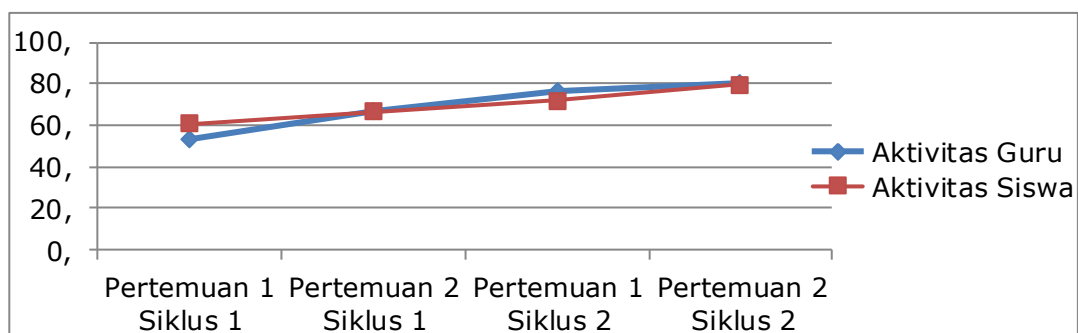
#### **ANALYSIS OF SUCCESS OF ACTION**

The results of observations of teacher activity and student activity by using a phonetic method of cycle I to cycle II can be seen in the table below:

**Table 2.**  
**Observations Teacher Activities, Student Activities**  
**By using Phonetic Method in Cycle I and Cycle II.**

No	Results	Cycles I		Cycles II	
		% Meeting I	% Meeting II	% Meeting I	% Meeting II
1	Teacher Activities	53,33	66,67	76,67	80
2	Student Activities	60,6	66,67	71,73	79,71

For more details, the improvement that occurred in the activity of teachers and students from cycle I to cycle II can be seen in the graph below:



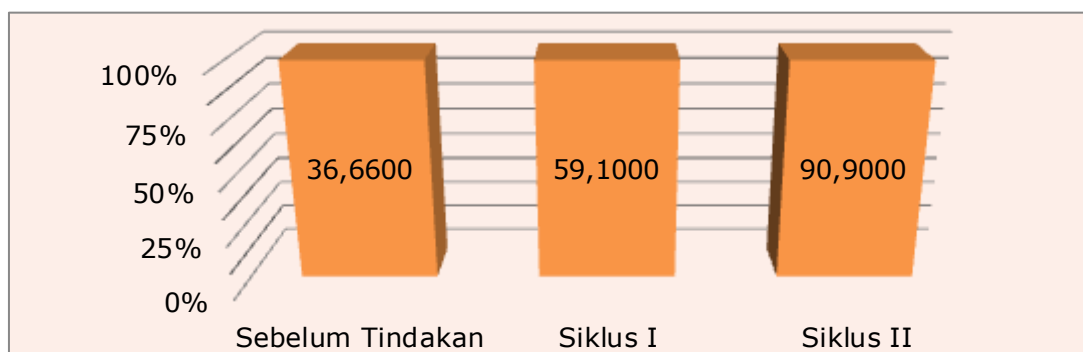
Graph 1. Increased Teacher Activities and Student Activities

The result of improving student learning outcomes before cycle I, cycle I and cycle II can be seen in the following table:

**Table 3.**  
**Minimum Criteria Analysis Mastery Students**  
**by Using Methods Phonetic**

Achieving Value KKM 6.0	Prior Actions	Cycle I	Cycle II
Number of Students	8	13	20
% Number of Students	36,66	59,1	90,9

For more details, improving student learning outcomes that occur can be seen in the graph below:



Graph 2. Student Learning Outcomes

#### IV. CONCLUSION

Based on the research results, it can be concluded that the results of the study in cycle I to the cycle II that has been done through the phonetic method can improve student learning outcomes SDN grade 3 Sungai Pinyuh in the subjects of English in Numbers matter. This success is demonstrated by the results of learning increases, indicating that students have a positive change in the learning process given by the teacher and can complete the tasks assigned by the teacher.

The effectiveness of the implementation of the phonetic method in learning English evidenced by an increase in student learning outcomes before action, the first cycle and the second cycle. Before the action, the learning outcomes of students classified extremely low at only 8 students with a percentage of 36.66%,

which reached the KKM. Then there was an increase in the first cycle with a completeness of 59.1% or 13 students who reached the KKM, then on the second cycle increased again which is 90.9% or 20 students, and in the high category. This proves that the use of the method in learning English phonetic acceptable.

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