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1. Introduction English teaching can be viewed as a system. It comprises some elements among others: teachers, students, curriculum, materials, methods, media and testing. These components are called as the system of English teaching. The material of teaching as an important component in the system of English teaching is indispensable. It is important because it is the core to be learned in the classroom. In the learning activities, there are many things that influence students in mastering foreign language, such as language skills, motivation and time spent for learning. Those are presented to support the students' ability in understanding the language. To maintain interaction of integrated-skills approach to language teaching, the emphasis should be on the interrelationship of skills. For example; [reading ability will best be developed in association with writing, listening, and speaking activity. Even in those courses that may be](#) labeled "reading", the [goals will be best achieved by](#) capitalizing [on the interrelationship of skills](#). In [the](#) implementation of teaching and learning [the students are expected to know](#) and master [the](#) materials, so that [they](#) can use English either in oral or in writing. By the interrelation of English skills, the pronunciation item is one of the most significant factors to influence students' progress in reading a kind of text. It is considered difficult because the English sound system differs with other language, and it can be presented explicitly as far as it is related to the theme or sub-theme being discussed. Reading in Content from this work may be used [under the terms of the Creative Commons Attribution 3.0 licence](#). Any further distribution of this work must maintain attribution to the author(s) and the title of the work, journal citation and DOI. Published under licence by IOP Publishing Ltd

1 the target language should be taught from the beginning of language instructions; however, the reading skill will be developed through practice with speaking. In this context, appropriate method and techniques are needed to help students develop their pronunciation. Several research studies have looked at English pronunciation [1-4] and suggested ways of overcoming problems. Direct Method is one of the methods which is effective to improve students' English pronunciation. The teacher and students play their role as partners in the process of teaching and learning using direct methods [5]. It means the [initiation of the interaction goes both ways, from teacher to students](#) and [from the students to teacher. Although](#) it works on [the](#) four skills from the start, oral communication is considered as a basis. Thus, the [reading and writing exercises](#) are [based upon what the students practice orally first. Pronunciation also receives attention right from the](#) beginning [of a course](#). This is clear that the goals of teacher who use [the direct method](#) intend [that](#) the [students](#) learn how [to](#) communicate, [associate meaning](#) and [the target language directly](#). When [the teacher](#) introduces a [new target language, word or phrase](#) is demonstrated using realia, pictures, pantomime or gestures. The teacher never translates the words into students' [native language. Students speak in the target language a great deal and](#) communicating [as if](#) they are [in real situations](#). Further, Larsen asserts that "In fact, the syllabus used in the direct method is based upon situations. The [oral communication skills](#) will be [built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small](#) or [intensive](#) class [5]. In practice, therefore, classes based upon the direct method tradition are small, use only the second language as both a means of communication and instruction. Theoretically, the approach is also underpinned by a belief that language teaching should be based around phonetics and accurate pronunciation [6]. This then supports that how important students' English pronunciation is, including their articulation. [Almost any „method“ can succeed when clients are willing to pay high prices for small](#) class, [individual attention, and intensive study](#). The direct method places teachers at the center of classroom activity, with critics arguing that learners, and [success of the method itself](#), are [too dependent on a teacher's individual skill and ability](#) [6]. It means that use of the direct

methods on the teacher's performance how to apply it. In applying the direct method, there are some techniques that are adapted when process of teaching and learning is done. They [are reading aloud, question and answer exercise, getting students to self-correct, conversation practice, the](#) use of minimal pairs, dictation, and the others [5]. This gives a signal that role of the techniques is indispensable in teaching and learning process. One of the techniques which [most frequently cited barriers to reading aloud are lack of time](#) [7]. As an English teacher, this certainly constitutes a challenge to spend more time to apply. The lack of time for using the technique, the teacher does not sometimes care this case; and it can influence student's improvement particularly on English pronunciation. Indeed, English teacher should have enough and or special time to make up this case. Because how other people can speak and understanding [the target language](#) if user [of the language is](#) not based on [the](#) pronunciation. This is a key to gaining full communicative competence and it is specifically to build a learner's articulatory competence [8]. In reading activity, when [the students are asked to](#) read [a](#) kind [of reading](#) text, the most emergent problem gained is difficult for them to read the reading passages, either sentence by sentence or paragraph, even when they are asked to pronounce the certain English words, they are not able to pronounce the words, although the teacher frequently employ the techniques but the students' improvement concerning English pronunciation has not still been proven. After the teacher observes deeper the students' problem, it was found that they are hard to pronounce English words. These are caused by differences between the English and Indonesian sound systems. The problem has existed for a long time since the first time taught at the Junior High School for a long time up till now the problem is still categorized as a crucial problem. Therefore, the teacher is motivated to investigate further including how to solve the problems. For instance: problems arise when students produce sounds of the English consonants such as the phoneme /j/ in she with /s/ in see, and /z/ as in zoo; differentiation between consonant sounds /f/, /p/, /v/ as in fish, enough, play, photo, vast; consonant sounds /θ/ and /ð/, verbs that end with consonant sounds /t/ and /d/ as in expect becomes expected, need becomes needed, vowel /ə/ and /e/ as in above, went; and the others. Those are also caused by lack of understanding basic concept of English particularly in teaching and learning pronunciation. It is proven that almost all indicators of school-based curriculum do not handle the theories of English pronunciation, the students are only asked to imitate or following the teacher's model without giving basic concept of the English. Thus, the [purpose of conducting this research is, to](#) prove whether [the](#) direct method is effective in improving students' English pronunciation or not. The hypothesis is "the students who are taught pronunciation using direct method, will get mean score higher than that of those who are not taught using direct method", with the level of significance 0.05 ( $H_a$ : ).

2. Methods This research design is a true experimental using post-test only. [In this design, initial differences between the groups are controlled by the random selection and random.](#) The population [of](#) this research is [students](#) from one vocational high school in North Sulawesi. Sample of this research was at year 11 students consisting of two classes class A (27 students) and class B (27 students). The instrument used in collecting data is tests. Post-test was given to the experimental group after treatment, and to the control group without treatment. In reading aloud practice the students were given a kind of reading text for reading practice without underlining certain words with choosing 30 words of the text that became target of this study. In minimal pairs, they were given 30 words, and both were tested orally; next, the words were chosen to be items for dictation namely 30 words including verbs ended in consonant /t/, /d/, and suffix „-es“ and „-ed“. In this study, the obtained data were analyzed by using t-test.

3. Results and Discussion Six meetings were conducted to implement the three techniques in teaching and learning activity. In the first meeting, the experimental group was given a kind of reading text by underlining certain words which are assigned as target of the research. In meeting 2, reviewing the materials in meeting 1 including the emphasis on sounds of English words which are targeted in the study. Then, the use of minimal-pairs was given to know the difference of English sounds in detail either consonant [s, j, z], [θ, ð], [f, p, v] or vowel sound [e] and [ə]; including the verbs ended in consonant t and d in meeting 3. In meeting 4, reviewing the materials in meeting 2 including emphasis on different sounds of the English words. In the fifth meeting, dictation was given by taking some words that had been taught on reading-aloud and the use of minimal-pairs above including verbs ended in consonant /t/, /d/, and verbs that added by suffix „- es“ and „- ed“. Above to be as dictation drill. In meeting 6, reviewing all words that become target of this study from the beginning up to the end. Finally, the post-test was administered. In this study, a one-tailed test at : .05 (1.943) was planned before the study was conducted. From the result of calculation that tobserved is 2.897 at the .05. It falls between 2.132 and 2.352 of the observations. Since the absolute value of tobserved (2.897) exceeded the critical value of t (1.943), the null hypothesis is rejected, and the alternative hypothesis is accepted. It could be said that while the difference between means was in the expected direction, there is sufficient evidence to lead us to believe that this difference represents anything but a chance occurrence. This supports the claim that the direct method using three techniques is effective in improving students' English pronunciation.

4. Conclusions The discussion leads to strongly conclude that the mean of the experimental group (36.99) statistically describes the students' improvement in pronouncing English words in which have been compared by result of the tobserved (2.897) exceed tcritical (1.943) at level of significance 0.05. This is then support the claim that „rejects“  $H_0$  and „accept“  $H_a$  [which means that there](#) is a [significant difference between the](#) mean score [of](#) experimental group [and](#) control group regarding students' English pronunciation. The students' difficulties in pronouncing English words can be overcome using the three techniques in the direct method namely reading aloud, minimal-pairs, and dictation. The students' errors are minimized by treatment of the various techniques used. Thus, it could be concluded that direct method is effective in improving vocational high school students' English pronunciation.

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Smith J P 1989 Children among the Poor Demography 26 235–248. [8] Brown H D 1994 Teaching by Principles: An Interactive Approach to Language Pedagogy (USA: Tina Carver). ICIEVE 2017 IOP Publishing IOP Conf. Series: Materials Science and Enginee1ri2n3g43506678(9200`1`8`)" 012094 doi:10.1088/1757-899X/306/1/012094 ICIEVE 2017 IOP Publishing IOP Conf. Series: Materials Science and Enginee1ri2n3g43506678(9200`1`8`)" 012094 doi:10.1088/1757-899X/306/1/012094 ICIEVE 2017 IOP Publishing IOP Conf. Series: Materials Science and Enginee1ri2n3g43506678(9200`1`8`)" 012094 doi:10.1088/1757-899X/306/1/012094 ICIEVE 2017 IOP Publishing IOP Conf. Series: Materials Science and Enginee1ri2n3g43506678(9200`1`8`)" 012094 doi:10.1088/1757-899X/306/1/012094 ICIEVE 2017 IOP Publishing IOP Conf. Series: Materials Science and Enginee1ri2n3g43506678(9200`1`8`)" 012094 doi:10.1088/1757-899X/306/1/012094 2 3 4