

DESIGNING MULTIMEDIA FOR LECTURERS' NEED IN TEACHING ENGLISH PRONUNCIATION

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Abstract

The objectives of this research are to find out the students' error in pronouncing some selected English words and to design multimedia based on the students' need in teaching pronunciation. The researcher took 8 students as sample randomly of 300 students at English Education Study program of Cokroaminoto Palopo University. This research tries to develop of some theories in Phonology and create or design the media (multimedia) in teaching pronunciation. The result of this research shows the students' error in pronouncing vowel, diphthong, and Consonant when they find the word which is not familiar with them and when they find the word which consists of sound that is not exist in Indonesian sound. So, the design of media in teaching English Pronunciation is multimedia which consists of some materials in vowel, consonant, and diphthong. This media also provides sounds in pronouncing some English words.

Keyword: design, Multimedia, pronunciation.

A. Introduction

Pronunciation Practice is one of subject in English Education Study Program Cokroaminoto Palopo University. The aim of this subject is to prepare the students to be able to pronounce English words well. Unfortunately, due to the fact that the English sound system is different from Indonesia language, it is reasonable if the students particularly the students at English Education Study Program Cokroaminoto Palopo University do some error in pronouncing English words.

Based on the researcher experience in teaching pronunciation, the students did some errors because of the influence of their mother tongue. Also, actually they know how to produce the sound well, but in practice they cannot say it well. The researcher cope this problem by showing the video of English pronunciation downloaded from internet, but, as a result, the students still cannot concern with the words.

The researcher assumes, that the students need media to learn pronunciation based on their need. It means, they need to improve their pronunciation based on the errors they have made. So, in line with his phenomenon, the researcher will conduct the research entitled “*Designing Multimedia for Lecturers’ Need in Teaching English Pronunciation*”.

B. Pronunciation

Richard and Renandya (2002:175) stated pronunciation includes the role of individual sounds and sounds segment, that is, the features at the segmental level as well as supra-segmental features such as stress, rythm, and intonation. According to Fromkin and Rodman (1983: 72) sounds are phonemes. A phoneme is a group or unit of sounds that distinguish meaning. For that reason, phonemes are significant sounds unit. Both definitions imply that phonemes have no meaning but they can differentiate meaning. The phonemes are combined to form higher-level meaningful unit, that is, words.

Ramelan (1985:101) illustated the chart of English consonant as follow:

MANNER OF ARTICULATION	POINT OF ARTICULATION															
	BILABIA L		LABIOD ENTAL		DENTAL		ALVEOLA R		PALATO ALVEOL AR		PALATA L		VELAR		GLOTTA L	
	VL	VD	VL	VD	VL	VD	VL	VD	VL	VD	VL	VD	VL	VD	VL	VD
PLOSIVE	p	b					t	d					k	g		
FRICATIVE			f	v	θ	ð	s	z	ʃ	ʒ						h
								r								
AFFRICATE									tʃ	dʒ						
NASAL		m						n						ŋ		
LATERAL								l								
ROLLED								/r/								
FLAPPED								/r/								
SEMI VOWEL		w										y				

Figure 2.1: The Chart of English Consonant

C. Multimedia

According to Sausikaran (2013), Multimedia is the exciting combination of computer hardware and software that allows you to integrate video, animation, audio, graphic, and text resources to develop effective presentations on an affordable desktop computer.

Erin Schreiner suggests some tips to design teaching material:

1. Establish an objective. Start by deciding what you want the students to know at the end of the lesson; this is referred to as the cognitive objective. Also consider what you want the students to be able to do at lesson's end, otherwise known as the behavioral objective. Establishing objectives prior to creating the material will provide you with a better understanding of what you are trying to accomplish. With this knowledge, you will be more successful in creating material that achieves the lesson's goals.
2. Analyze the audience. Take the characteristics of the group into account when creating materials. Consider their race, socio-economic status and age. Tailor the material to the students through the use of ethnic names or terms, making reference to places or objects the group of students will be familiar with, and selecting topics they have some experience with. These small things will increase student interest in the lesson and allow the lesson to speak to students at their level.

(http://www.ehow.com/how_5762889_design-teaching-material.html)

D. Research Method

This research is descriptive qualitative. The researcher described the students' error in pronouncing some selected English words. Moreover, the researcher designed the multimedia to cope the students' error in pronunciation. This research used several instruments such as:

1. Pronunciation Test: to find out the students' error in pronouncing some English text.
2. Macromedia Flash : to design the multimedia in teaching pronunciation.

The researcher gave take-home task to samples. This task consisted of some selected English words. The samples read the list of words and recorded their pronunciation by using camera. After that, the researcher transcribed the students' pronunciation and tabulated the students' pronunciation. Last, the researcher tabulated the students' error in pronouncing some selected English words.

After knowing the students' error in pronunciation, the researcher design the media in teaching pronunciation by using Macromedia Flash. In designing this media, the researcher

assisted by someone who is in Computer field. The researcher formulated the materials in teaching pronunciation and he design the media by using macromedia flash.

E. Findings

1. The Students' Error in Pronouncing English Words

A. Vowel

1. Sound I and i:

The researcher found the interchange of vowel sound /I/ and /i:/. The table below shows us 100% of the samples interchanged sound /i:/ become /I/ if the they found /i:/ in 'three'. In some English words such as 'build', 'guitar', and 'guilty' letters 'ui' are pronounced /I/, but the Indonesia learners have variety pronunciations in pronouncing /I/ such as /ɔi/, /ə/ and /e/.

2. Sound u

The researcher found some wrong pronunciation of sound /u/ in some English words. Especially for the words which consist of phonemes 'oul' are pronounced /u/, the Indonesia learners have varies pronunciations such as: 'ol', /ɔl/, /au/, /oul/, /ul/, /aul/. Here, the Indonesian learners pronounced words could, would, and should based on the phonemes which exist in those words. In other case, the student pronounced word truth /tru:θ/ become /trʌtʃ/, /tret/, and /trʌt/. They interchanged the sound /u:/ become /ʌ/, and /e/. It seems they did not familiar with this word, so they tried to find the other English words that have the same phonemes such as 'cut'.

3. Sound /ʌ/

The English vowel sound /ʌ/ which appears in some English phonemes such as oo were pronounced /o/ and /u/ by the Indonesia learners. Phonemes ou and o+ consonant were pronounced /o/.

4. Sound /ə/

The sound /ə/ were pronounced /i/, /e/, n /o/. These wrong pronunciation happened in several patterns. If the word consists of phoneme i and pronounced /ə/, the students pronounced it /i/. If the word consists of phoneme e and pronounced /ə/, the students pronounced it /e/ and /i/. If the word consists of phoneme /e/ and pronounced /ə/, the students pronounced it /e/ or they eliminated the sound. If the word consist of phoneme a and pronounced /ə/ the students pronounced it /a/. If the word consists of phoneme o and pronounced /ə/ the students pronounced it /o/. So, based on the findings from the pattern of students wrong pronunciation, it can be said that their wrong pronunciation were influenced by the way they pronounced the Indonesian phoneme.

5. Sound /a:/

The researcher found that sound /a:/ in some English words were pronounced in vary pronunciation. If the words consist of phoneme a, the student were pronounced it /ʌ/. If the students found phoneme o, they pronounced it /o/.

6. Sound ɜ:

The researcher found that sound /ɜ/ were pronounced /o/ by the students. It happened because the words consist of phoneme o .

7. Sound /æ/

The researcher found that sound /æ/ were pronounced /e/ by the students. It happened because the closest sound of /æ/ is /e/. In other words, the word ‘jacket’ similar with ‘jaket’ or ‘jeket’ in Indonesia language.

B. Consonants

1. Sound Θ

This sound /Θ/ is not exist in Bahasa Indonesia. The researcher found that the students pronounced /Θ/ in some sounds such as : /t/, and /tʃ/ in initial position, /t/ and /d/ in medial position, and /t/ and /tʃ/ in final position

2. Sound /ʃ/

This sound /ʃ/ is not exist in Bahasa Indonesia. The researcher found that the students pronounced /ʃ/ as /s/. Sound /s / is the closest sound of /ʃ/.

3. Sound dʒ

This sound /dʒ/ is not exist in Bahasa Indonesia. The researcher found that the students pronounced /k/ as /dʒ/.

5. Sound d̥

This sound /d̥/ is not exist in Bahasa Indonesia. The researcher found that the students pronounced /t/ as /d̥/.5. Sound d̥

This sound /d̥/ is not exist in Bahasa Indonesia. The researcher found that the students pronounced /t/ as /d̥/.

2. Design of Media in Teaching Pronunciation

a. Starting

In starting the program, the layout will appear as in figure 5.1 below. This layout shows us the title of this program. When the users want to begin the lesson, they have to click button



b. Main Menu

The layout of main menu can be seen at figure 5.2 below. This main menu consists of three main menu such as Material of pronunciation, Exercise, vocabulary, and author. The users may choose those menu based on their need.



Figure 5.2: The Layout of Main Menu

c. Material Pronunciation

If the user click  the next layout as we can see at figure 5.4 below. This layout consists of material of pronunciation such as vocal, consonant, diphthong, and video.



Figure 5.4: The Layout of Material of Pronunciation

d. Vocal

If the user click [Vocal](#) the layout of material pronunciation for vocal can be seen as figure 5.4 below. There are four material for vocal such as (e,ee,ea,ie), (a dan o), (y,ui, dan i) and (a, ea + consonant, dan e + consonant).



Figure 5.4: The Layout of Vowel Material

1. /i:/ and /I/

If the user click  they will find the material of vowel about how to pronounce /i:/ in some English words which have some pattern. If the user clicks the word, the phonetic transcription will appear. The user also will hear the sound of pronouncing that word.

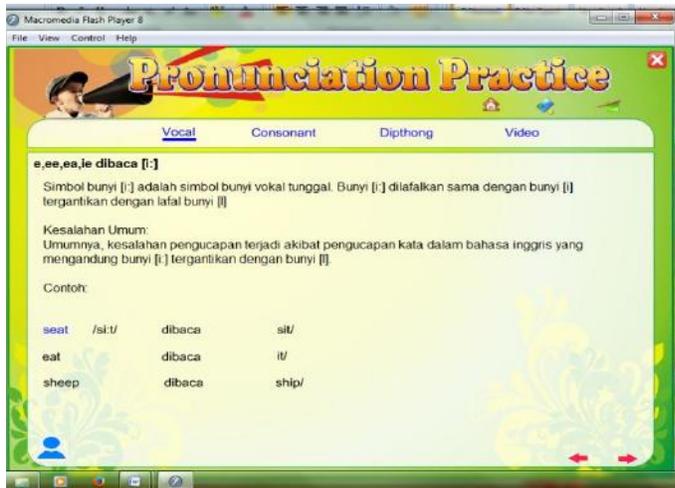


Figure 5.5: The Layout of Vowel Material sound /i:/

The Pattern of sound /i:/ in some English Words

If the user click  the screen will show the next material as can be seen at figure 5.6 below. In this screen, there are four patterns in some English words which pronounced /i:/. Every column has button . If the users click this button, they will hear the sound of those words pronunciation.



Figure 5.6: The Layout of Vowel Material sound /i:/ in some patterns

If the users click  they will find the next material about vowel sound /I/. In this screen, there is short explanation about the mistakes in pronouncing it. Also, when the users click the word, there will appear the highlighted phonetic transcription and the sound of its pronunciation as we can see at figure 5.7.



Figure 5.7: The Layout of Vowel Material sound /I/

If the user click  the screen will show the next material as can be seen at figure 5.8 below. In this screen, there are three patterns in some English words which pronounced /I/. Every column has button . If the users click this button, they will hear the sound of those words pronunciation.

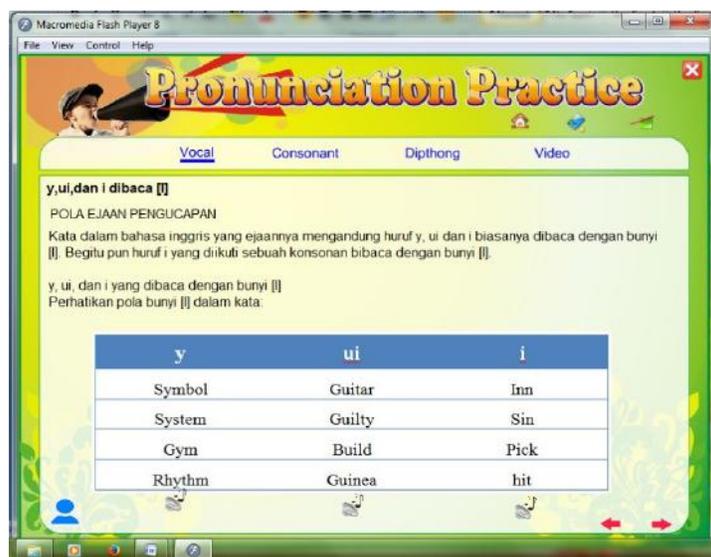


Figure 5.8: The Layout of Vowel Material sound /I/ in some patterns

If the users click  they will find the next material about vowel sound /a:/. In this screen, there is short explanation about the mistakes in pronouncing it. Also, when the users click the word, there will appear the highlighted phonetic transcription and the sound of its pronunciation as we can see at figure 5.9.



Figure 5.9: The Layout of Vowel Material sound /a:/

If the user click  the screen will show the next material as can be seen at figure 5.10 below. In this screen, there are three patterns in some English words which pronounced /a:/.

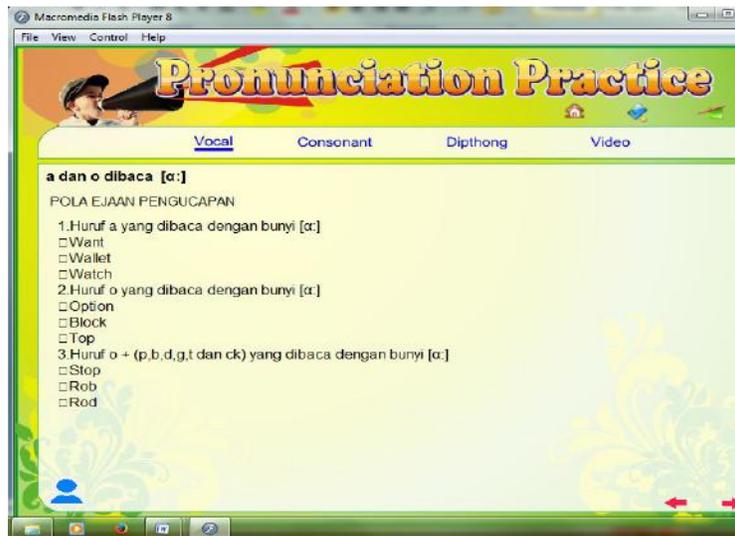


Figure 5.10: The Layout of Vowel Material sound /a:/ in some patterns

If the users click  they will find the next material about vowel sound /ɛ/. In this screen, there is short explanation about the mistakes in pronouncing it. Also, when the users click the word, there will appear the highlighted phonetic transcription and the sound of its pronunciation as we can see at figure 5.11.

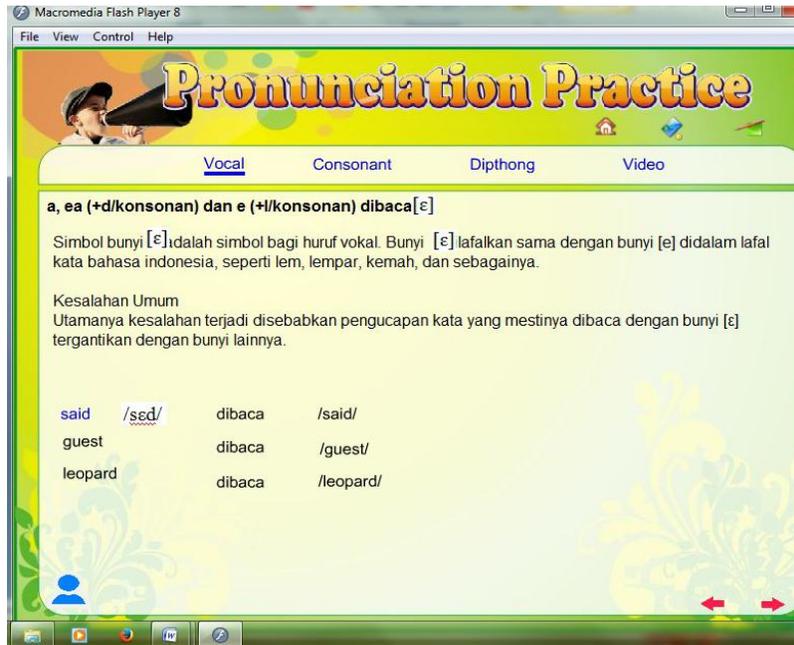


Figure 5.11: The Layout of Vowel Material sound /ɛ/

If the user click  the screen will show the next material as can be seen at figure 5.12 below. In this screen, there are four patterns in some English words which pronounced /ɛ/. Every column has button . If the users click this button, they will hear the sound of those words pronunciation.



Figure 5.12: The Layout of Vowel Material sound /ε/ in some pattern

e. Consonant

If the user click [Consonant](#) the layout of material pronunciation for consonant can be seen as figure 5.13 below. There are six materials for consonant such as /s/, /dʒ/, /z/, /d/, /t/, /j/.



Figure 5.13: The Layout of Consonant Material

If the users click [→](#) they will find the next material about consonant sound /dʒ/. In this screen, there is short explanation about the mistakes in pronouncing it. Also, when the users click the word, there will appear the highlighted phonetic transcription and the sound of its pronunciation as we can see at figure 5.14.

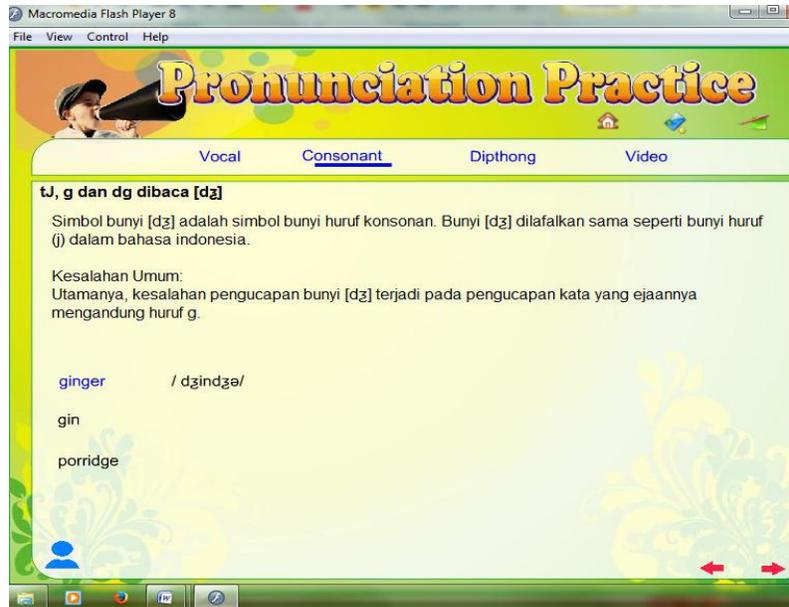


Figure 5.14: The Layout of Consonant Material sound /dʒ

f. Diphthong

If the user click **Diphthong** the layout of material pronunciation that can be seen as figure 5.15 below. There are six materials for consonant such as /ei/, /au/, /ae/, /ou/, /ai/, /ɔi/

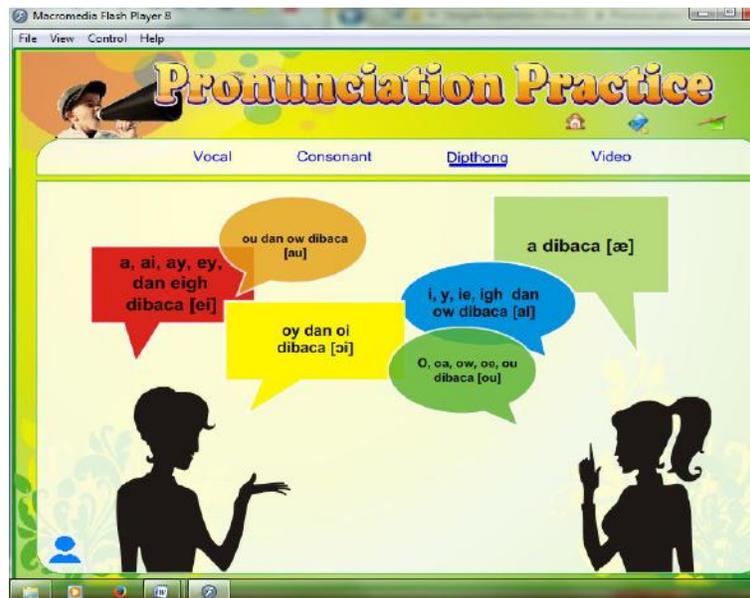


Figure 5.15: The Layout of Diphthong Material

If the users click  they will find the next material about diphthong sound /ei/. In this screen, there is short explanation about the mistakes in pronouncing it. Also, when the users click

the word, there will appear the highlighted phonetic transcription and the sound of its pronunciation as we can see at figure 5.16.

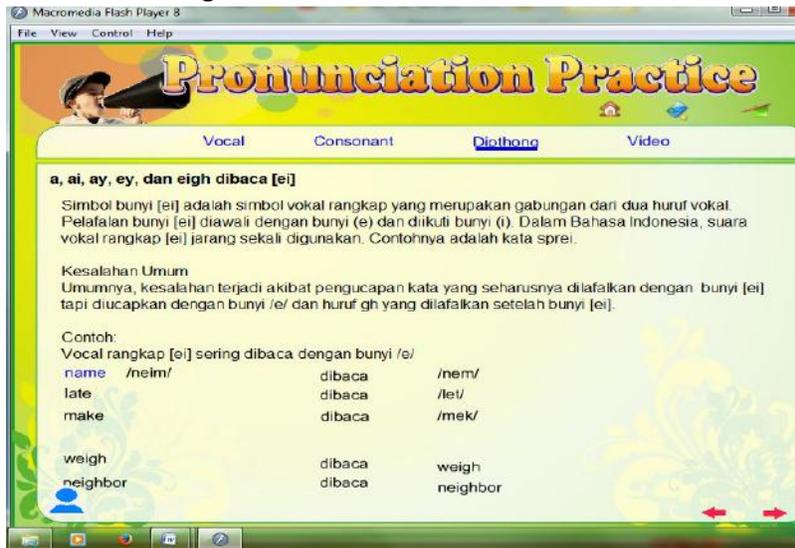


Figure 5.16: The Layout of Diphthong Material sound /ei/

If the user click  the screen will show the next material as can be seen at figure 5.17 below. In this screen, there are four patterns in some English words which pronounced /ei/. Every column has button . If the users click this button, they will hear the sound of those words pronunciation.



Figure 5.17: The Layout of Diphthong Material sound /ei/ in some patterns

g. Video

If the user click **Video** the layout of material pronunciation for video can be seen as figure 5.18 below. There are three video available on this screen.



Figure 5.18: The Layout of Video

h. Video 1

If the user click **Video 1** the layout of reading material pronunciation for video pronunciation can be seen as figure 5.19 below. There are ten sessions for this reading passage. The users can read the text while they hear the pronunciation.



Figure 5.19: The Layout of Video 1 session 1

d. Exercise

If the users click the exercise



the layout will appear as we can see at figure 5.20. In this screen, consists of three exercises. Those are vocal, consonant, and diphthong.



Figure 5.20: The Layout of Exercise

If the users click , there will appear four exercises. Every exercises has button  to hear the right pronunciation. It can be seen at figure 5.21 below.



Figure 5.21: The Layout of Vowel Exercise

If the users click , there will appear six exercises. Every exercises has button  to hear the right pronunciation. It can be seen at figure 5.22 below.

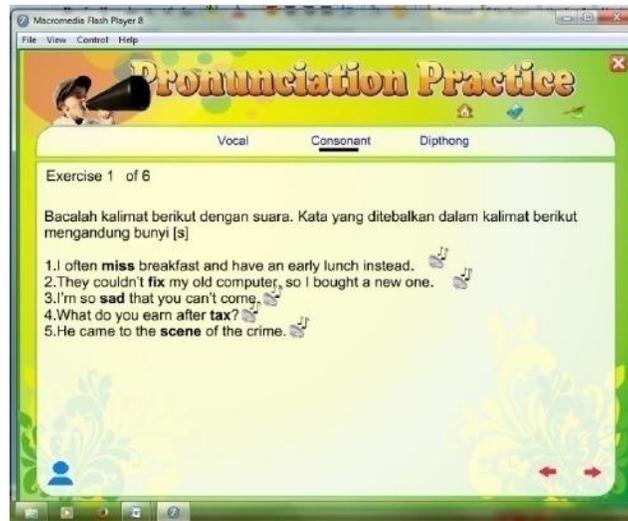


Figure 5.22: The Layout of Consonant Exercise

If the users click Diphthong, there will appear five exercises. Every exercises has button  to hear the right pronunciation. It can be seen at figure 5.23 below.

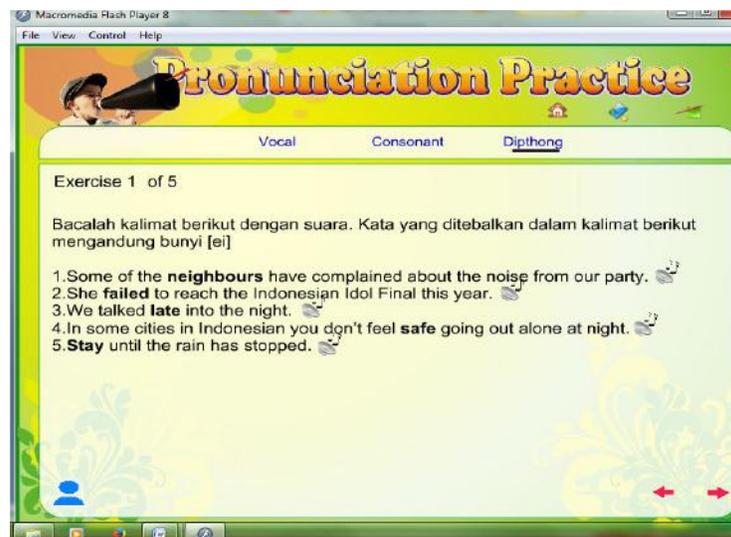


Figure 5.23: The Layout of Diphthong Exercise

e. Vocabulary



If the users click [vocabulary](#) the layout will appear as we can see at figure 5.24. In this screen, the vocabulary consists of several vocabulary listed in alphabetical order. Those vocabularies have phonetic transcription. The sound will appear if the users click the highlighted words.



Figure 5.24: The Layout of Vocabulary

f. Author



If the users click [Author](#) the layout will appear as we can see at figure 5.25. In this screen, the curriculum vitae of the author will appear.



Figure 5.25: The Layout Author

F. Conclusions and Suggestions

1. Conclusions

Based on the findings in this research, the researcher concludes:

1. Students made some error in pronouncing English words if :
 - a. They find the word which is not familiar with them.
 - b. They find the word which consists of sound that is not exist in Indonesian sound.
2. The design of media in teaching English Pronunciation is multimedia which consists of some materials in vowel, consonant, and diphthong. This media also provides sounds in pronouncing some English words.

2. Suggestions

1. The researcher suggests to the English lecturer to assist their students in learning pronunciation.
2. The researcher suggests to the next researcher to design media in learning English based on the students need.

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