

## DEVELOPING COURSE BOOK IN TEACHING PRONUNCIATION

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### Abstract

Pronunciation as one of the speaking element works an important role in students' speaking. Many research has been conducted in both how to improve students' pronunciation and developing the theories. As problems, many students faced some difficulties in producing proper English sounds; additionally the teachers also have problems in selecting proper material and exercise for the students. This research attempted to develop a course book in teaching pronunciation that can help the teacher in managing the classroom and support the independent learning process of the students. The Research and Development (R&D) is used as method of the research since this method is very suitable for developing a new product or perfecting an existing product that can be justified. This method is divided into three parts; introductory study, product development, and testing involve validation from experts, and revision. The subject of the research is the second semester students of English education study program of IKIP Siliwangi. The instruments used were observation, interview, and test validation. The observation used to see the real condition during the implementation of the topics. Interview was conducted to gather the data related with the topic used in the course book in every unit. There were eight topics obtained through the interview. The test is used to validate the eligibility of each topic. From the result, the mean score of content was 79.75, while display was 78.05 and language was 78.86. The researchers conclude that this course book can be used as learning resources in teaching pronunciation.

**Keywords:** *course book, pronunciation, Research and Development.*

### Abstrak

Pronunciation adalah salah satu element kemampuan berbicara yang memiliki peranan penting. Banyak penelitian yang sudah dilakukan pada peningkatan pronunciation siswa dan pengembangan teori. Siswa memiliki masalah dalam memproduksi bunyi dalam Bahasa Inggris, selain itu guru juga memiliki masalah dalam menentukan materi dan latihan yang sesuai. Penelitian ini mencoba untuk mengembangkan sebuah bahan ajar dalam pengajaran pronunciation yang dapat membantu guru dalam mengelola kelas dan mendukung proses pembelajaran yang mandiri. Research and development (R and D) digunakan sebagai penelitian karena penelitian ini sangat sesuai untuk mengembangkan sebuah produk baru bahan ajar. Metode ini dibagi menjadi tiga bagian yaitu: studi pendahuluan, pengembangan materi, dan uji validasi dari para ahli. Subjek penelitian ini adalah mahasiswa semester dua pendidikan Bahasa Inggris di IKIP Siliwangi. Instrumen penelitian ini adalah observasi, wawancara, dan tes validasi. Observasi dilakukan untuk mengetahui kondisi lapangan dalam pembelajaran pronunciation. Wawancara digunakan untuk mengumpulkan data sesuai dengan topik bahan ajar. Ada delapan topik dalam buku bahan ajar ini berdasarkan hasil wawancara. Kemudian test validasi dilakukan untuk mengukur bahan ajar yang di hasilkan. Dari hasil penelitian, rata-rata nilai isi buku adalah 79.05, sedangkan tampilan buku adalah 78.05, dan Bahasa adalah 78.86. Peneliti menyimpulkan bahwa buku bahan ajar dapat digunakan sebagai sumber bahan ajar dalam pengajaran pronunciation.

**Kata Kunci:** *Pronunciation, bahan ajar, penelitian dan pengembangan*

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## INTRODUCTION

Pronunciation can be defined as the production of sound. As stated by AMEP (2002), "Pronunciation is the study of techniques / pronunciation for English vocabulary. Pronunciation refers to the sound production that we used to make meaning. It includes attention to certain sounds from a language (segments), aspects of speech that go beyond individual sound levels, such as intonation, density, emphasis, time, rhythm (suprasegmental aspects), how the sound is characterized (sound quality), and attention to gestures and expressions that are closely related to the way we speak using language".

In this globalized world there are many people who use English for various purposes, including those who demand knowledge (students) in Indonesia. If in this era the ability to use English is a must, it is expected that the mastery of this language is applied early so that students can become the nation's successors who are ready to play an active role in global competition. In mastering English, it turns out that not only questioning the understanding of the four basic abilities, namely reading, writing, listening, and speaking, but we also need to understand other elements such as vocabulary, words, grammar, and pronunciation.

As an element in English that must be mastered, pronunciation is one of the most important courses in the English Language Study Program at the Faculty of Language IKIP Siliwangi by emphasizing its theory and practice which are formulated into "Pronunciation Practice" courses. This course is given to the students of the early semester English study program as a subject of this research to facilitate those who have difficulty in pronouncing certain sounds in order to be able mastering and expediting how to communicate using English in the classroom and in their daily lives.

Build upon observation that was done by the researchers, the students have several problems in learning Pronunciation Practice. First, there is no a course book that specifically used as a reference in learning this material. Second, because there is no a course book, many students are unable to understand and master the material, since pronunciation is one of the elements that are difficult to master in English, because if we mispronounce one word or intonation of a consonant or vowel, it can be a different meaning. The last the students become hesitant to speak in communicating using English even though some of them have a lot of vocabulary and/or good grammar. These difficulties experienced by the students are in line with the opinion of Gilakjani (2016) that English Pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation. Especially in the absence of a course book, it further increasing the difficulty of students to study outside the classroom.

Considering the importance of teaching material in learning process, in this research the researchers wanted to develop a course book with materials that fit with the needs of students in this pronunciation practice course, so the students do not feel difficulties and can increase their ability to communicate using English, and also can improve students' motivation in learning Pronunciation Practice in and outside the classroom.

## LITERATURE REVIEW

### 1. Pronunciation

There are several opinions that presented by the experts related to pronunciation. According to Kristina, Diah, et al (2006) in Pratiwi (2010), pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and achievement of the meaning. Meanwhile, According to Ariyani, Marbun, and Riyanti (2013), pronunciation is one of the essential nouns based in an oral form and the basic ability of speaking English as well as other languages. The correct pronunciation of English is to help the students to pronounce correctly. Clear pronunciation makes the students easy to understand and produce intelligible sound. From the opinions above, it can be briefly concluded that pronunciation refers to the production of sounds that we use to make meaning.

There are some pronunciation objectives that mentioned by Celce-Murcia (1996) in Pratiwi (2010), namely: 1) to comprehend and effectively use English sentence prominence and intonation patterns both in face to face interactions and over the telephone, 2) to gain control over common word stress patterns and apply these to business and marketing terms, especially those describing electronic products, 3) to gain a command of the stress-timed rhythm of English, 4) to apply rules of connected speech (e.g., linking, vowel reduction) to spontaneous oral output, 5) to recognize and gain conscious control over specific vowel and consonant substitution.

### 2. Course book

As we know that in a learning process it is necessary to have media in the form course book as a tool for students and lecturers. The use of media in teaching and learning is not an additional function, but has its own function as a tool to create an effective teaching and learning situation (Sudjana, 1991).

Course book is one important part to help the achievement of learning objectives. Course book contains material based on curriculum and syllabus. Some experts state the understanding of Course book namely, Mares (2003) cited from Suryani and Argawati (2017) said that course book is an instrument used to provide a thorough understanding of the learning process by providing specific directions, support and activities to train students in class. Based on the Directorate of Secondary General Education (cited from Muslich, 2009) "a course book is a collection of writings that are systematically made about a particular subject matter, which is prepared by the author using applicable curriculum references". In other words, course book are made comprehensively for students to use in learning. The selection of course book determines the achievement of learning objectives. The teacher has an important role in the use of course book. According to Harmer (2007), there are three roles of teachers in the proper use of textbooks including:

#### a. Adding or addition.

Adding material can be done in course books. The teacher can add activities and exercises that attract students' attention to the topic. The addition of material is a good alternative because the teacher uses his abilities regarding students' perceptions in the class.



b. Adapting or adjusting.

The material used is adjusted to the ability of students. This can be done by changing learning activities, or reducing learning activities.

c. Replacing or replacement.

The material will be replaced with other material adjusted to students' abilities. The teacher replaces the material in the book with several considerations including the ability of students, and students' interest in learning the material.

Based on the explanation above, the selection of appropriate material in the book can help students achieve learning goals.

## **METHOD**

This research aims to develop a textual practice course book in the first semester at IKIP Siliwangi so the Research and Development (R&D) method is very suitable to be used considering that this method is a method which is a process for developing a new product or perfecting an existing product that can be justified. The product can be formed into software such as data processing programs, classroom learning, training, educational models, etc., or in the form of hardware such as modules, books, classroom learning aids, and so on. This statement is in line with the opinion of Sukmadinata (2010), that "in the field of education, research and development can be used to develop books, modules, learning media, evaluation instruments, curriculum models, learning, evaluation, and others". Sugiyono (2012) also said that Research and Development is a research method used to produce a product and validate its products. This is in accordance with Borg and Gall (1983) cited from Argawati and Suryani (2016) that research and development (R&D) is a process used to develop and validate a product's results.

Based on the understanding above, this research is used to develop course book based on the needs of students in learning English pronunciation skills. Then the results of the course book product are validated at a later stage. After validating, a course book will be used in teaching English pronunciation skills.

However, before the process is complete, there are several procedures that must be performed. According to Richey and Klein (2007) states that there are 3 steps in the R&D research method, namely: introduction, development and evaluation. In addition, Sukamadinata (2006) said that the R&D research stages are as follows: First, the introduction research stage including needs analysis, literature review, and proposal preparation. Second, product development includes the preparation of materials and course book. Testing includes validation from experts and revisions. The experts are the English lecturers who teach pronunciation.

## RESULTS AND DISCUSSION

### Results

#### 1. Preliminary studies

##### a. Observation and Interview

In this first stage the researchers observe the students and lecturers by identifying their activities when the Pronunciation Practice learning took place using validated instruments to find out the needs and the difficulties faced by students related to the course. In this stage, the researchers found the needs and difficulties that faced by the students, namely: (1) they need a book that can be used as a reference for learning pronunciation practice course because as long as they study this course the book used is only the oxford dictionary. When using this oxford dictionary, the students find a difficulty in understanding the material given by the lecturer, sometimes the material that given by the lecturer is not part of the dictionary. It means there is a gap between the materials, students, and lecturer. This situation makes the students have low motivation in learning and make the lecturer often repeat the material delivered so that student understand. It is different from Tomlinson (2010) and Mishan (2012) in Argawati and Suryani (2016) said that materials need to engage the learners affectively, such as interesting, motivating, challenging and relevant. Therefore, the researchers focus on materials and lecturers' instruction (explanation) for improving the students' motivation and in order to engage the students affectively. (2) Because this course is practice-based, they need a material that can develop their communication fluency using English; in this case the material focuses on how to pronounce words or sentences properly. This practice material is needed because if we mispronounce or intonate one consonant or vowel in each word it can make a different meaning. For example when students pronounce the word [campus] that should be pronounce / kæmpəs / but most of them pronounce / kəmpus /, or the error emphasis on the word [innovative] they should pronounce /'inə,vātiv / but most of them pronounce /ino'fertiv/. This difficulties faced by the student because during their study of pronunciation practice, most of the material presented is only a theory.

##### b. Test

In this stage the researchers gave the tests through the permission of the lecturer to students in the form of reading aloud, spelling bee, and telling experience to find out the extent to which students were able to pronounce their English. After the tests are given, the researchers analyze and find the results of these tests. The reading aloud strategy is given so the researchers know the extent of the students' pronunciation fluency if they listen to the correct pronunciation of the word before they imitate. The results obtained with this test are as many as 63 percent of students are able to imitate pronunciation correctly. It means that there are still some students who have not been able to imitate how to pronounce a word properly. The next test is spelling bee. This test is given so the researcher knows the extent of the students' fluency in pronounce and memorizing the letters in each vocabulary in the given sentence. The results obtained by 29 percent of students are able to pronounce and remember each letter in the vocabulary in each sentence given. It means that some students are still unable to digest vocabulary in each sentence. The last is the telling experience test. This test is given in order the researchers know the extent to which students are fluent in the vocabulary they make. As a result 8 percent of students were able to express their experiences with

correct pronunciation. This means that there are still many students who cannot pronounce their own words correctly.

## 2. Product development

The students' needs, difficulties and theories in the previous stage (observation, interview) are used as a reference for the selection of materials that will be develop teaching practice course for pronounce between pronunciation and phonetics will be mutually sustainable.

## 3. The content

The following are the materials in the course book that have been tested and validated:

### Chapter 1 : Pronunciation

In this chapter the students will get a very brief explanation about what is pronunciation and how people can students can produce a standardize pronunciation of English sound. In this chapter the students also given a opportunity to practice their prior skill in producing English pronunciation. As preliminary chapter this chapter only provides some ground theory about pronunciation.

### Chapter 2 : Speech Organ

In this chapter, the students will learn all part of the speech organ possessed by human that function to produce sound. This chapter will help students to produce standard English sound by knowing the operator or the speech organ that is used. The speech organ that explains in the book is covered as follows:

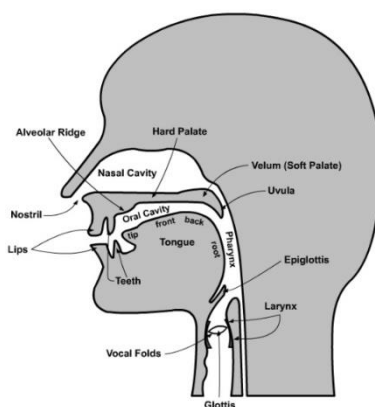


Figure 1  
Speech Organ

- |  |                           |
|--|---------------------------|
| a. The velum (soft plate)              | h. Vocal Fold             |
| b. Uvula                               | i. Larynx                 |
| c. The hard plate                      | j. Jaws                   |
| d. The alveolar ridge                  | k. Nasal and Nasal Cavity |
| e. The tongue (tip, front, back, root) | l. Oral Cavity            |
| f. The teeth                           | m. Epiglottis             |
| g. The lips                            | n. Pharynx                |

### Chapter 3 : Vowel

This chapter provides brief explanation example and some exercises relate to producing vocals sound. As we know that vocal sound in English had varied sound varied from the openness and the length. This book explains the complete kind of vowel including the diphtongs, and triptongs. The sub chapter can be seen as followed

- |                   |                |
|-------------------|----------------|
| a. The font vowel | c. The central |
| b. The back       |                |



- d. The length of the vowel (Short and long Vowels)
- e. The diphthong
- f. And the triphthong

**Chapter 4 : Consonant**

Chapter four provide detail explanation about how students can produce the consonant sound. As we know, English has various kind of consonant sound, its mainly categorized onto voiced consonant (b, d, g, v, ó, z, ʒ, l, r, j, w, dʒ, m, n, ŋ) and voiceless ( consonant ( p, t, k, f, θ, s, ʃ, h, tʃ ). The sub chapter can be seen as followed

- a. The voicing (Voiced, Voiceless)
- b. The Place of articulator:
  - Bilabial
  - Labiodental
  - Alveolar
  - Palatoalveolar
  - Velar
  - Palatal
  - Glottal
- c. Manners of articulation:
  - Plosives
  - Fricates
  - Affricates
  - Nasal
  - Laterals
  - Approximants

**Table 1**  
**Consonant sounds**

	<i>Bilabial</i>	<i>Labiodental</i>	<i>Dental</i>	<i>Alveolar</i>	<i>Palato-alveolar</i>	<i>Palatal</i>	<i>Velar</i>	<i>Glottal</i>
<i>Plosive</i>	p b			t d			k g	
<i>Fricative</i>		f v	θ ð	s z	ʃ ʒ			h
<i>Affricate</i>					tʃ dʒ			
<i>Nasal</i>	m			n			ŋ	
<i>Lateral</i>				l				
<i>Approximant</i>	w				r	j		

**Chapter 5 : Minimal Pairs**

Minimal pair is one of the interesting phenomena, in this chapter we proved the brief explanation, the example and exercises about the minimal pair. The subchapter of this part can be seen as follows:

**a. Vowel Sounds**

- Minimal Pairs /ɪ/ and /i:/
- Minimal Pairs /e/ and /ɪ/
- Minimal Pairs /e/ and /eɪ/
- Minimal Pairs /æ/ and /ʌ/
- Minimal Pairs /əʊ/ and /ɔ:/
- Minimal Pairs /ɒ/ and /əʊ/
- Minimal Pairs /æ/ and /e/
- Minimal Pairs /ɑ:/ and /ɜ:/

**b. Consonant Sounds**

- Minimal Pairs /b/ and /v/
- Minimal Pairs /b/ and /p/
- Minimal Pairs /n/ and /ŋ/
- Minimal Pairs /l/ and /r/

Minimal Pairs /f/ and /t/

Minimal Pairs /s/ and /ʃ/

Minimal Pairs /f/ and /v/

Minimal Pairs /f/ and /h/

Minimal Pairs /f/ and /θ/

**c. Initial Consonant Sounds**

Minimal Pairs initial /f/ and /p/

Minimal Pairs initial /k/ and /g/

Minimal Pairs initial /t/ and /d/

**d. Final Consonant Sounds**

Minimal Pairs final /k/ and /g/

Minimal Pairs final /m/ and /n/

Minimal Pairs final /t/ and /d/

Minimal Pairs /s/ and /θ/

Minimal Pairs /ð/ and /z/

Minimal Pairs /dʒ/ and /z/

Minimal Pairs /d/ and /dʒ/

## Chapter 6 : Word Stress

Stress indicating the main point of word, by using proper stress the word will sound better. In this chapter the researcher provides brief explanation example and exercises of English words. The subchapter of this part can be seen as follows:

a. Syllable Stress

One Syllable

Two Syllable

Three Syllable

Four Syllable

b. Rules of Word Stress in English

A word can only have one stress.

Only vowels are stressed, not consonants.

One syllable - stressed

Stress on first syllable

Stress on last syllable

Stress which determine verb or noun of the same words.

Words ending in consonants and in -y

Words ending in er, -or, -ly

Words having dual role

Word stress for compound words

Stress on ante-penultimate syllable (ante-penultimate = third from end)

Prefixes

Suffixes

(Simarmata, 2008)

## Chapter 7 : Homonym, Homophone, and Homograph

Another frustrating part of pronunciation is the kind of word that might have a similar form but has different sound or have different form but have a similar sound. To solve the issue the writers give brief explanation about Homonym, Homophone, and Homograph. This chapter give a detail explanation about those three also filled with example and practices. The sub chapter can be seen as follows:

a. Homonym

b. Homophone

- c. Homograph

### Chapter 8 : Pronunciation of –Ed

In this part of the book the researches provides brief explanation based on one of the students' major problems namely producing –es sound. In English sound –ed has vary production this make students face difficulties in producing the sounds. The subchapter can be seen as follows:

- c. The /d/ sounds  
d. The /t/ sounds  
e. The /id/ sounds

### 4. Expert testing and limited testing

The validation test is carried out at this stage by involving experts, namely lecturers who handle the pronunciation practice course, and conducting a limited test. After the testing phase, the results of the experts' validation in the form of revisions will be corrected, and then the course book is ready to be used in the learning pronunciation practice course. Based on the validation from experts, there are three aspects that were analyzed, they are: content, language, display. Here is the result:

Table 2  
Result of Validation From Experts

Content	<ol style="list-style-type: none"> <li>1. The course book needs more practice compared to the theories because the theories of pronunciation will briefly explain in the Phonology class</li> <li>2. The number of activity show imbalance number, for example unit 8, 5, 6 have more exercises compared to other chapter</li> <li>3. The material in chapter 5 seems to be overlapped with chapter 3 and 4.</li> <li>4. Under the unit 6 about word stress students seem to be misinterpreted with intonation.</li> </ol>
Language	<ol style="list-style-type: none"> <li>1. Some of words are typos and punctuation in writing needs more concerned.</li> <li>2. The symbols of pronunciation are not clear enough and it makes the students confused.</li> </ol>
Display	<ol style="list-style-type: none"> <li>1. Some of the pictures are not really clear enough and it will make the students hard to see and understand it.</li> </ol>

According to revision, the researchers did revision into some parts such as the researchers give more practice, the number of activity is suitable in each unit, the material is selected again in order to avoid overlapping, giving more examples about intonation and word stress. Besides, the researchers focus on punctuation and misspelling in writing, and selecting clear pictures in order to make students understand it.

Here is the result of feasibility test of the course book:

Table 3  
Feasibility test result of the course book

No	Expert	Feasibility criteria (%)		
		content	Language	Display
1	Validator 1	79.25	77.75	79.5
2	Validator 2	78.75	76.25	77.25
3	Validator 3	81.25	80.15	79.85
<b>Mean</b>		79.75	78.05	78.86

Based on the result, the mean of content is 79.75, the mean of the language is 78.05, and the mean of display is 78.86, and it can be concluded that the course book is feasible to be used. It is supported by Putra (2016) as cited in Suryani and Argawati (2017) who stated that if the percentage of the aspects between 63.50 % - 80 %, the course book is feasible to be tested to the students. So, this course book can be used to the students in learning pronunciation.

## CONCLUSION

On the results of the observation, interview and tests that have been given, the researchers finally learned that the content of the material to be compiled in a course book for the students of the pronunciation practice class is more focused on the material that refers to sound producing techniques. This means that between pronunciation and phonetics will be mutually sustainable.

In the end, with the preparation of validated materials, it is hoped that the course book of pronunciation practice course will be able to increase students' motivation to better understand about pronunciation both inside and outside the classroom.

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