

USE OF MULTIMEDIA-BASED LEARNING APPROACH IN TEACHING PRONUNCIATION: AN ANALYSIS

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ABSTRACT

Multimedia-based learning approach used in language learning teaching will give improvement in pronunciation learning. Elements of multimedia involved in (text, sound, video, animation) can make the teacher maximize his teaching process so that the learning goals can be achieved effectively. In teaching Pronunciation a teacher is to make the students pronounce the words correctly as well as consider the stress and intonation in order the communication runs well. By applying the multimedia-based learning in Pronunciation teaching, the teaching or learning will be more interesting and productive so that the students' understanding about language will improve from time to time. Although the weaknesses of this approach will occur during the time of teaching learning process take place, it can be taken into account as one of the effective approaches in language teaching.

Keywords—The importances of pronunciation, sound types, multimedia-based learning in the pronunciation teaching, effectiveness of the multimedia-based learning in pronunciation, more specific strengths of multimedia-based learning approach in teaching pronunciation, some problems in applying multimedia-based learning in pronunciation

1. INTRODUCTION

English has been learnt and used by people all over the world with its spread and development. Some countries take it as their first language, like America and Australia. Other countries take it as their second language, for example; Malaysia, Singapore and Hong Kong. There are also other countries which take it as their foreign language. And, Indonesia is one of the countries which takes English as its foreign language.

Indonesian people treat this language differently. Some consider that this is really important to be able to acquire this language because it can be really useful in various aspects of life. Other citizens think that they need to learn the language just to fulfill the needs of their study as one of the compulsory subjects at schools. Some others think that English can be used for the purpose of entertainment or for fun. However, there are also some citizens think that they need no English in their daily life activity so that they don't bother to learn more about it. This kind of behavior usually occurs in the villages in most parts of Indonesia where English is rarely used.

However, it cannot be avoided that English will play one of the most important roles of communication in Indonesia from time to time, especially in this coming free trade area (2020). More efforts have been carried out to make Indonesian believe that if they cannot use and understand English, in the future they will be left far behind. For, many English teaching and learning methods are implemented in Indonesia. One of the methods is by using multimedia-based learning for the effectiveness of teaching and learning process. This effort is renewed and improvised because English has become the medium of instructions in some schools all over Indonesia. Furthermore, English has also become the crucial determinant for university entrance and job sectors.

Teaching English will also relate to teaching pronunciation. Many methods are also applied in teaching pronunciation. Multimedia is also commonly used in teaching it, especially at campus. It is believed that multimedia use in teaching and learning process has changed the way teachers teach and students learn. The class then becomes more interactive and interesting. Pronunciation is taken important since it is known if the students' pronunciation is bad, it will have great impact for them to communicate effectively.

2. THE IMPORTANCES OF PRONUNCIATION

Pronunciation is important for both speaking and listening. When students of native or non-native ones can say words correctly, it is no doubt that they would be easily understood by other speakers. When someone pronounces English words during conversational process, he is supposed to know how to say and spell individual sounds or groups of sounds together. He also has to be able to join sounds to produce words. In addition, he needs pronunciation ability in communication because word stress, intonation pattern, phrase or sentence involved in give various meanings to other listeners or speakers. That is why, in real life it is often found that someone tries to pronounce his words carefully if he thinks that the listeners get difficulties to understand his words.

No wonder if the students of English consider that Pronunciation is really important in language curriculum. No doubt that it is taught and learnt through activity and method variations. However, Pronunciation is not as easy as it looks. Jones (2009:6) states,

“... pronunciation of English words is not governed by a strict set of rules. Most words have more than one pronunciation and the speaker’s choice of which to use depends on a wide range of factors. These include the degree of formality, the amount of background noise, the need of utterances, the speaker’s perception of the listener and the frequency with which the speaker uses the words.”

Teaching method and technique variation in Pronunciation will allow the students get guidance and feedback from their teacher. Of course, they can work in pairs or groups to practice dialogues. Useful methods and strategies will make the students to get their confidence to speak up and have no embarrassment.

Without making use of teaching media like audio or video, it’s a little bit difficult to teach Pronunciation. There are 26 letters of English alphabet which are divided into five vowel letters (a, e, i, o, u) and 21 consonant letters (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z). What becomes the problem is that there are more than 40 vowel and consonant sounds in English. Other problem which might occur during conversation takes place is that the native speaker speaks fast or join the words together in certain ways.

a. Consonant Types of Sound

Consonant sounds are produced by blocking the air as it leaves the mouth. Tongue, lips, and teeth function as articulators to block the air. It is known that there are 25 English consonant sounds.

Type of Sound	How to Pronounce	Sounds	Example
plosive	complete block of air followed by explosion	p, b, t, d, k, g, ?	pin, tap, bin, robe, Tom, cat, dark, dead, cash, dock, gate, flag, football
fricative	constant flow of air squeezed through a block, sounds like friction	f, v, θ, ð, s, z, ʃ, ʒ, h	full, knife, vast, give, third, bath, this, that, see, class, zoo, close, shirt, push, pleasure, hill
affricate	plosive followed by fricative	tʃ, dʒ	child, fetch, joy, stage
nasal	air is released through the nose	m, n, ŋ	music, Sam, now, pan, bank

approximant	vowel-like consonant, no full block of air sound	w, j, r, l	wait, you, right, love
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b. Vowel Types of Sounds

There are 19 English vowels and they are divided into 3 (three) types; short, long, and diphthong. The vowel sounds are made by shaping the mouth as air flows out. Tongue, lips, and jaw functions as the articulator to produce the vowel sounds.

Types of Sound	Sound	Spellings	Examples
Short (single mouth position)	ə	a, e, o, u	alive, the, today, supply
	ɪ	i	thin, sit, rich
	ʊ	u, oo, ou	put, look, should
	e	e, ea, ie	went, bread, friend
	ʌ	u, o	fun, love, money
	æ	a	cat, hand, fan
	ɒ	o, a	rob, top, watch
Long (single mouth position)	i:	ee, ea	need, beat, team
	u:	ew, oo, o_e	few, boot, lose
	ɜ:	ir, ur, wor	third, turn, worse
	ɔ:	al, aw, or, our, oor	talk, law, port
	ɑ:	a, al, ar	glass, half, car
Diphthong (double mouth position)	eɪ	ay, ea, ae, ai	bay, great, maid
	aɪ	ie, i_e, i, y	fine, like, might, lie
	aʊ	ou, ow	round, how, brown
	əʊ	o, o_e, oa	no, stone, road
	ɪə	eer, ear	beer, hear, steer
	eə	are, ere, ea, ai	care, there, bear
	ʊə	ure, our	tour, pure
ɔɪ	oi, oy	noise, toy, choice	

Considering the difficulties in teaching Pronunciation, Multimedia-Based Learning approach in teaching Pronunciation has been used as one of the solutions to overcome this problem. However, some of the disadvantages in using this approach, of course, cannot be avoided.

3. Multimedia-Based Learning in the Pronunciation Teaching

The technology advancement has brought lots of improvements for the better quality in all aspects of life including in the education field. Technology provides lots of things that make the teaching or learning interesting and productive. In Pronunciation, this also helps teacher teaches his students especially the non-native English speaking background to pronounce the words correctly. According to Gilakjani (2012), "Multimedia refers to any computer-mediated software or interactive application that integrates text, color, graphical images, animation, audio sound, and full motion video in a single application". The intergration of these elements will allow multimedia-based learning system offer a potential venue for improving the students' understanding about language.

4. Effectiveness of The Multimedia-Based Learning in Pronunciation

Pronunciation grows in importance in speech communication and speakers' identity. Some people try to avoid getting involved in an English conversation although they understand the conversation is actually about. This happens because they do realize that if they pronounce the words incorrectly, they will feel embarrassed. Moreover, they do not want to be in the situation in which other speakers have misunderstanding of what they actually intend to say or describe and this short of situation will cause communication breakdown.

In globalized business network and commercial industries, not only native speakers of English involve, but also the non-native ones. Those non-native speakers of English have tendency to pronounce English words based on their mother tongue's intonation, phonological process and pronunciation rules. Pronunciation is part of language learning which is integrated and integral. It has the elements of sounds (consonants and vowels), rhythm, and intonation. These elements will support the process of communication. It means that pronunciation will have influences in communicative competence. Learners need to study the pronunciation in order that they can communicate effectively.

Learners are to employ the patterns of rhythm and intonation to get the meaning. Meanwhile, they also need to know the speech organization as well as the meaning of the intonation pattern. This knowledge will help them to interpret the speech accurately and will be useful to develop their ability to comprehend spoken English. Moreover, pronunciation knowledge will have effect on their reading and spelling ability. For, not only grammar ability, but also pronunciation influence inteligibility.

Yang and Fang (2008) explain that language learning environment and condition are needed in the purpose of the development of students' meaning potential. One of the most important elements of language is pronunciation which is supposed to be taught through activity variation.

To less the mispronunciation, the multimedia-based larning approach in teaching and learning pronunciation is taken as an urgent need. Some developments in teaching pronunciation are carried out to find out the needs to overcome non-native speakers' pronunciation problem. In addition; strategies are needed in teaching pronunciation. In fact, there are still many teachers who lack of instruction strategies and basic knowledge of articulatory phonetics.

In achieving pronunciation competence substantially multimedia pronunciation teaching tool can be an option as a timely and useful tool to teach non-native speakers of English more effectively. This short of tool can make students easier to understand and pronounce the words by reducing the ambiguities of overlapping sounds. Through video they can hear the sounds of individual phonemes, syllables or words by paying attention to the mouth movement. They can repeat phonemes, syllables or words after listening and watching those.

5. More Specific Strengths of Multimedia-Based Learning Approach in Teaching Pronunciation

Instructions used in teaching Pronunciation help students to improve their learning effectively. Teachers can, on the other hand, combine the methods by applying multimedia use. The followings will give some brief detail explanation about the strengths of Multimedia-based learning in teaching Pronunciation.

1. *Multimedia-based learning Approach in Teaching Pronunciation supports student-centered learning*

Student-centered learning is a new learning paradigm. In this method, the students discover, inquire, and develop the knowledge by themselves. Rabeea (2012) mentions, "...multimedia supports student-centered learning where learners are no longer bounded by the pace of the teachers". For, the students will be responsible for their goals, organize their works and manage their time. Students can also collaborate their work with their friends to find alternative problem solutions and promote critical thinking. Multimedia-based learning approach enhances interaction between teacher and students. This kind of approach will actually help the students train and improve their ability in listening and speaking. It will automatically improve their communicative competence. Students, in other words, can participate actively and enthusiastically during the teaching and learning process taking place.

2. *Multimedia-based learning makes the class lively and interesting*

The visibility and liveliness of multimedia enhance the initiative of both teacher and students. By using sounds and pictures, teachers enrich the content of classes. Meanwhile, students can understand the class in a clear way. As it is explained above, pronunciation components are intonation, stress and rhythm, consonants and vowels. To make students understand these components, teachers are supposed to use multimedia to show visual displays of speech pattern to teach their students. The teaching and learning materials are designed as creative as possible to enhance their interactive interaction in order to improve their speaking and communicative competence. This multimedia creation makes students participate actively that improves the teaching efficiency and quality.

Multimedia teaching context makes the class lively and interesting. The visible and lively multimedia features in which sounds and pictures and images are set together allows teachers to enrich the content of materials. On the other hand, the students use the multimedia to understand the materials clearly.

3. *Multimedia-based learning is flexible*

Zang (2006:12) points out that multimedia-based learning provides the students with learning flexibility as far as learning materials, learning time, learning place and learning pace. In other words, the learning process can be not only in class but also outside class.

The flexibility of multimedia allows the materials to be learned not only in class, but also after class. Various content and topics, such as education, western festivals and customs help the students study by themselves or under collaborative learning (students can cooperate with each other). In short, the flexibility of learning materials can be provided based on the learning materials, learning time, and learning space and learning pace.

4. *Multimedia-based learning contributes to long-term memory*

Animation, which is the combination of text, picture, and sound, is believed can allow learners to build psychological representation actively, so they can easily recall their memory when answering questions.

6. Some Problems in Applying Multimedia-Based Learning in Pronunciation

It can be denied that every teaching method or approach of course has its own problems when it is applied in classes. The problems also occur when this sort of method is applied.

One of the problems comes to the teacher who can become to rely much on the multimedia device during the teaching process takes place. This will cause him not able to play the leading role in teaching. He will have no eye-contact with his students because the students will focus more on the computer screen only. The other problem is the teacher and the students communicate less to each other. The multimedia features (audio, visual, textual effect) replace the teacher's voice and analysis. This will make them have few chances for speaking communication.

7. Conclusion

Multimedia-Based learning approach has been needed in language teaching for its practicality. This approach can raise the students' motivation and learning interest. The teaching materials can be accessed easily and the students' centered learning can be promoted better than before. The teacher, on the other hand, can save his teaching time and at the same time can improve his teaching quality and the students' language understanding. However, it can be denied that this approach also delivers some weaknesses that cannot be avoided by both teacher and students.

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