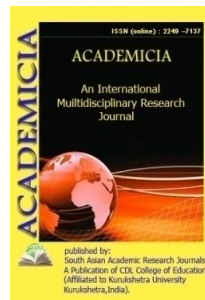


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ADVANTAGES AND DISADVANTAGES OF INTERACTIVE PRONOUNCING METHODS WHILE TEACHING PRONUNCIATION

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ABSTRACT

This paper presents a research carried out to x-ray the effects of using interactive multimedia on the English language pronunciation performance of pupils in the Nigerian primary School. The simple observation technique and a well-structured questionnaire were used coupled with class test to show whether the effect is negative or positive. Pupils from grade one to grade five were randomly selected and all the class teachers responded appropriately to the questionnaires administered to them. A well-structured formative test was also given to the pupils in order to ascertain the status of effect and the level of impact of interactive digital multimedia on English Language pronunciation performance of pupils. This paper illustrates that adopting the interactive multimedia technology in education makes it possible to achieve effective teaching and training in multiple domains which was not possible in the traditional text based environment.

KEYWORDS: *Interactive Digital Multimedia, English Language Pronunciation, Performance.*

INTRODUCTION

Theoretical Basis of teaching pronunciation

Pronunciation is important in English as communication purpose because, if we mispronounce a word, it will lead into misunderstanding. Pronunciation is how the way we pronounce the word. Unfortunately, some English learners think that basic vocabulary and grammar are enough for communicative with English native speaker, but they are wrong. We need to pronounce well so

people can understand what we are talking about. Audio visual media is one of media that can be used as the tool in learning and teaching process, but it is not enough to make the students interest in class, teacher need something special here. One of the way that teacher can use is game. There are so many kinds of games and teacher can combine it with audio visual media. This combination can create an interactive class. This article is about Teaching Pronunciation by Using Games and Audio Visual Media, to know how to used games and audio visual media then combine it in learning. It is important because by using games and audio visual media in fact are able to create fun and relax situation of the students in learning process, the students more able to answer teacher's questions and more active to give suggestion to the teacher. They will not refuse to read dialogue in front of the class, cheerful, pay attention to the learning, and active during the teaching and learning process.

Practical Aims of the Subject

Pronunciation is important form of communication, wrong pronounce can make the mistake of words' meaning. Most of the students have difficulties in learning pronunciation, they feel bore and lazy to learn it. They also afraid of making mistake when they pronounced the words and they still passive in the classroom. It makes students achievement in learning English low.

At school, students are lack of pronunciation while Nurhayati (2008), states that the pronunciation means knowledge of knowing to produce word which is very essential in oral communication. When speakers mispronounce some words or phrases, people can be misunderstanding. To reduce it, the teacher must equip the learner with English certain degree accuracy and fluency in understanding, responding and in expressing himself in the language in speech in other the learners communicatively in using the language. In pronunciation, there are vowels and consonant.

Educational aims of the Subject

In relation to the language teaching, there are some ways that can be used to motivate the students in learning English. English teacher can use some possible and successful media, strategies, approach, or methods for the classroom activities such as audio, audio visual, game, picture, etc. For the students, learning English as a foreign language is not easy.

One of the effective media in teaching pronunciation is by using audio media. Audio media has very significant roles to motivate the students to learn pronunciation. Those ways of teaching and learning will not make students bored. But it is not enough. Audio visual media is very kind of usual in daily class. In this article, teacher can combine it with something interesting, something fun. If we talk about something fun, it must be relate with "games". Games provide language teachers with many advantages when they are used in classroom. One of these advantages is that learners are motivated to learn the language when they are in a game. Mc Callum (1980:9) emphasizes this point by suggesting that "games automatically stimulate student interest, a properly introduced game can be one of the highest motivating techniques." Avedon (1971; Quoted in Deesri, 2002:2) further argues that "games spur motivation and students get very absorbed in the competitive aspects of the games; moreover, they try harder at games than in other courses". In other words, games stimulate students' interest in classroom activities and as a result, students become motivated and willing to learn. In this article, we will discuss about how to combine games and audio visual media. Pronunciation is the production of sound by using our

speech organs for communication. According to Mahuda M. and Endang Sri. S (2011:1) says that “Pronunciation is the production of speech sound for communication”. English pronunciation has problem also, for example a native speaker of English most often have to grapple with the spelling system of the language as writer, words whose meaning and pronunciation are well-know have to be writer down, and it is this situation that native speakers become very conscious of the intricacies of the English spelling system. Only occasionally do we have attempted to write an unknown word. With non-native learners of English the predominant problem is usually how to pronounce an unknown word in a written text. According to Kenworthy Joanne, et.al (2002:97) says that “The English spelling system is rich in both regularities and irregularities which present problems to non-native learners (and to English-speaking children learning to write their language)”.

General observation suggests that it is those who start to learn English after their school years are most likely to have serious difficulties in acquiring intelligible pronunciation, with the degree of difficulty increasing markedly with age.

Pronouncing as a Process

Historically, pronouncing skills have received less attention in language teaching than have the productive skills of speaking and writing. Die in part to a lack of knowledge about receptive skills, teachers often failed to devote explicit attention to devoting pronouncing abilities, assuming that comprehension would occur on its own. More recently, however, the profession has recognized that merely exposing learners to oral or written input is not sufficient and that explicit teaching of comprehension strategies is needed.

Pronouncing is an interactive process that goes on between the speaker and the speech, resulting in comprehension. The speech presents letters, words, sentences, and paragraphs that encode meaning. The speaker uses knowledge, skills, and strategies to determine what that meaning is.

Speaker knowledge, skills, and strategies include

- **Linguistic competence:** the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences
- **Discourse competence:** knowledge of discourse markers and how they connect parts of the speech to one another
- **Sociolinguistic competence:** knowledge about different types of speeches and their usual structure and content
- **Strategic competence:** the ability to use top-down strategies, as well as knowledge of the language (a bottom-up strategy)

The purpose(s) for pronouncing and the type of speech determine the specific knowledge, skills, and strategies that speakers need to apply to achieve comprehension. Pronouncing comprehension is thus much more than decoding. Pronouncing comprehension results when the speaker knows which skills and strategies are appropriate for the type of speech, and understands how to apply them to accomplish the pronouncing purpose.

Advantages and Disadvantages of interactive pronouncing methods

Teaching Pronunciation

According to Kelly (2000:13), a lot of pronunciation teaching tends to be done in response to errors which students make in the classroom. It seems that the teaching is not planned before. He adds that the fact that pronunciation tends to suffer from neglect may not be due to teachers lacking interest in the subject but rather to a feeling of doubt as to how to teach it. However, it makes students able to speak fluently and their pronunciation achieve what the experts call as minimally intelligible, pronunciation instruction need to be promoted to students. Moreover, in the standard of competence and basic competences of SMP students grade VII state that students need to master linguistic competences including pronunciation. It can be one of basic things that students need to master since pronunciation plays an important role in language teaching.

Games

Games are student-focused activities requiring active involvement of learners. In Crookall's (1990) opinion, learner and teachers change their roles and relations through games and learners are encouraged to take active role in their learning process. As a result, games provide learners with a chance to direct their own learning. From an instructional view point, creating a meaningful context for language use is another advantage that games present. By using games, teachers can create contexts which enable unconscious learning because learners' attention is on the message, not on the language. Therefore, when they completely focus on a game as an activity, students acquire language in the same way that they acquire their mother tongue, that is, without being aware of it, Cross (2000:153).

Games bring real-life situations to the confinement of the classroom which provides learners with an opportunity to use the language. Celce-Murcia (1979:54) argues that "in games, language use takes precedence over language practice, and in this sense games help bring the classroom to the real world, no matter how contrived they may be. "To state this differently, by putting learners in real life situations, games make a connection with the real usage of language. There are many advantages of games such as the fact that they...

1. Focus students' attention on specific structures, grammatical patterns, and vocabulary items.
2. Can function as reinforcement, review and enrichment.
3. Involve equal participation from both slow and fast learners.
4. Can be adjusted to suit the individual age and language levels of the students.
5. Contribute to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in a non-stressful situation.
6. Can be used in any language teaching situations and with all skill areas (reading, writing, speaking or listening).
7. Provide immediate feedback for the teacher.
8. Ensure maximum student participation for a minimum of teacher preparation. **Kinds of**

Games

Teachers should be careful about choosing games if they want to make them advantageous. First of all, the teacher should decide on the purpose of a game. A game may seem appropriate and useful.

However, when its value is considered from the view point of foreign language teaching, it may have little or no purpose. Nedomová (2007:19) underlines the fact that we “should consider whether the game-like activity is for children only to make the lesson more attractive and protect them from being bored or whether we tend to revise and practice some particular part of grammar, vocabulary, etc.” when they choose a game.

Considering the level of the game is equally important while choosing games. Teachers must decide whether the level of the game fits students’ language level because a game may become difficult when it is beyond the learners’ level or it may become boring when learners find it too easy to carry on. When a game’s value in grammar teaching is considered, teachers tend to use them for practice or to rein force a specific grammatical aspect of language only if a game is suitable for learners’ level so that the grammatical knowledge can be used easily as they are playing the game.

Teachers should be well aware of their roles while using games in their classes. Since it is rather difficult to find a game that meets all the needs of the learners, careful preparation of the teacher is necessary. McCallum (1980:10) suggests that the teacher should organize the game before the instruction. The teacher may need some extra equipment or materials to play the game and most of the time these equipment and materials are not available in the classroom. Before explaining the rules to the class, the teacher should first understand how the game is played. Especially when working with children, the teacher should always be prepared to adapt the game to the given soft he class. After choosing the game, the teacher should explain its rules to the learners in a direct and non-complicated way. Especially for young learners, it may be necessary to use them other tongue because if these learners can not understand how to play the game, there is no educational purpose in playing it. Therefore, demonstrations may be beneficial because they can help young learners understand the rules clearly and easily. Moreover, the teacher is not recommended to interrupt a game to correct the mistakes of young learners. According to Celce-Murcia (1979:54), “interruptions should be as infrequent as possible so as not to detract from the student’s interest in the game. An alternative to immediate correction is to make note of errors and discuss them when the game is over”. In other words, as sudden interruptions may distract learners’ attention, it is better to wait until the game is over to discuss and correct the mistakes of the learners. In addition, appropriate class organization increases the success of a game. Many games require the class to be divided in to groups or pairs. This gives the teacher a chance to monitor the activity of the learners while they are playing the game. McCallum (1980:12) asserts that learners should be in the same team during the year because it both saves the teacher’s time and helps learners develop team spirit that promotes exchange of ideas among themselves. Pair work is also beneficial as it develops learners’ communication skills. In short, dividing class into pairs and groups enables learners to improve their language and communication skills while promoting competition among the teams or pairs. As such, the teacher may find more time to focus on students’ language development.

Media

According to YudhiMunadi (2013: 6) the word 'media' comes from Latin language namely "medius", literally "middle", "introductory" or "intermediate". Because of the position in the center, it is also could be called as an introductory or conjunction, which is delivering or connecting something from one side to the other side. Thus, the purpose of the use media in learning process is to make learning process effective and efficient.

According to Wright (1976:1) many media and many styles of visual presentation are useful to the language learner. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place.

Audio Visual Media

According to YudhiMunadi (2013: 56) audio-visual media is media that involves the senses of hearing and vision at the same time in one process. According to YudhiMunadi (2013: 113) the audio visual media can be divided into two types. The first type, equipped with sound and image equipment functions in a single unit, called pure audio visual media, such as movies, television and video. The second kind is not purely audio visual media that what we are familiar with slides, opaque, OHP and other visual equipment when given the sound elements of the recording tapes are used simultaneously in one time or the learning process.

In teaching English foreign language for primary students is not easy. The teachers should provide pleasant atmosphere to invite the motivation and interest of the students. The motivation and interest of students are very important in learning achievement. That is why we need motivational and interesting media in teaching English.

According to Hemei (1997:45). Students like it because video presentations are interesting, challenging, and stimulating to watch. Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Another important factor for teachers that makes it more interesting and enjoyable is that it helps to promote comprehension.

One of the first things that students should know in learning English is pronunciation. Knowing its pronunciation will also cover the knowing of its spelling, stressing and how to speak correctly and fluently in communication. Using audio visual will help students to learn English pronunciation easily and enjoying it. The students not only hear the sound but also see some interesting sights simultaneously. Teacher can use many kinds of audio visual to teach students in the class; such as MP3, Video Cassette, Cassette Recorder, Computer Program, Audio Book, or the teacher him/herself.

CONCLUSION

Pronunciation instruction can be adjusted according to what level our learners belong to. One of the aims that students need to achieve is that they are able to develop the communication ability inform of spoken and written forms so that they can achieve functional level. Functional level means that students need to be able to overcome daily problems. The language that is used for

that matter is not so complicated. It is considered to be simple. So, what teachers need to promote in pronunciation instruction is simple or basic activities for pronunciation.

In relation to the language teaching, there are some ways that can be used to motivate the students in learning Pronunciation. English teacher can use some possible and successful media, strategies, approach, or methods for the classroom activities such as audio, audio visual, game, picture, etc. For the students, learning English as a foreign language is not easy.

Using audio visual media has old and sometimes not work; now teacher can combine more than one way in teaching pronunciation. Add another activity. Ask the students watch the audio visual media such as a movie then make the games base on the movie will very affective. The class will active, the students will happy and automatically the teaching and learning will achieve a good goal.

Using audio visual will help students to learn English pronunciation easily and enjoying it. The students not only hear the sound but also see some interesting sights simultaneously. Teacher can use many kinds of audio visual to teach students in the class; such as MP3, Video Cassette, Cassette Recorder, Computer Program, Audio Book, or the teacher him/herself.

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