



The Role of Interactive Media in Teaching Pronunciation Through Communicative Language Teaching Approach

Roswita Mubin Aboe¹, Syamsul Bachri Thalib², Patta Bundu³

¹Universitas Khairun

^{2,3}Universitas Negeri Makassar

Corresponding Author: Roswita Mubin Aboe roswitaaboe24@gmail.com

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ABSTRACT

The objective of this research is to determine the role of interactive media in teaching pronunciation with communicative approach toward students' language and cognitive mastery. This research is descriptive qualitative with data collection techniques carried out by applying pronunciation learning to certain topics from the interactive media. The sample of the research were 26 students of English education study program. Data was collected through observation, questionnaires and tests. The questionnaires were applied to obtain information related to the use of interactive media and the implementation of communicative language teaching. The final comprehension test was conducted to analyze students' cognitive mastery. The result obtained for the media-based pronunciation learning resources was 4.50 on the scale of 5.00 with a very good category, while for the chosen topic in learning pronunciation was 4.55. In terms of cognitive skills achievement, students obtained an average score of 4.35 with a good category. Meanwhile, for the media assessment and the software aspect obtained a score of 4.48, and the learning and cognitive aspect with a score of 4.50. In view of the assessment of the learning outcomes, students obtained a score of 85.12 with a good interpretation score. The role of interactive media increases students' cognitive mastery and pronunciation skills through a communicative language teaching approach

INTRODUCTION

In the English education study program curriculum, mastering speaking includes aspects of pronunciation which are the basis of communication in English. Pronunciation subject in higher level education curriculum has learning achievement parameters that refer to the students' ability elements put forward on the KKNi description. The level of knowledge mastery refers to the SN Dikti learning content standards and the breadth and depth of teaching materials refers to the scientific cluster of the study program.

Mastery of pronunciation is an important skill in speaking accuracy and fluency. From various studies it has been found that teaching pronunciation is a challenge in itself for teachers and classes they teach. The challenges faced by teachers include cognitive mastery, knowledge, beliefs, attitudes and practices of teachers and students (Couper, 2021). It was also found that in English as a foreign country student still adhered to the local traditional system where teachers were considered masters who had power within class. Thus lack of mastery of English, excessive workload, and lack of mastery of communicative learning are also the contest (Ahmad & Rao, 2013). Other research specified the minimum pronunciation mastery are due to lack of practice, low mastery of phonetics, pedagogical understanding, and lack of curriculum support in the form of textbook levels or teaching media (Couper, 2021), (Footea, Trofimovicha, Collinsa, & Urzúab, 2016), (Couper, 2021), (Fraser, 2009), (Henderson A, 2012). If pronunciation mastery is low, it will result in the communication function in English not functioning as it should (Nazari & Mirsaeeidi, 2017). Other factors that influence difficulties in pronunciation are motivational factors, lack of self-confidence, lack of attention, influence of mother tongue accent, school orientation in relation to teachers (Antaris & Omolu, 2019), fluency and accuracy as well as limitations in accessing teaching media (Aboe, 2022), (Wulandari, Aniuranti, & Tsani, 2022), (Adnyani, Mahayanti, & Suprianti, 2019).

The final results to be achieved from mastering speaking (pronunciation) are that students must be confident, able to produce sounds at least close to a native speaker's accent, and able to speak with accurate pronunciation. Thus, in the learning process, teachers must be able to make students hear, produce sounds, train them repeatedly, provide feedback, design suitable materials and foster learning motivation in preparing teaching materials (Kenworthy, 1988). In addition to that, teachers and students must be provided with intensive teaching materials (Footea, Trofimovicha, Collinsa, & Urzúab, 2016), as well as teaching media (Gilakjani, 2016). Another important thing is knowledge and mastery of cognitive linguistics in creating meaning in communication through experience and assistance from cognitive abilities and pronunciation depending on the speakers' concept of how to convey meaning (Mompean, 2014). CLT is emphasized on speakers' communicative competence. This approach has been recognized as an effective strategy to increase learners' abilities to communicate in target language (Savignon, 2006).

Most students admit that English is difficult because it is not their own language. It also differ in writing and pronunciation of words that confused the students. They are also afraid of making mistakes, feel embarrassed at being laughed at, teaching material is not well presented, thus students have difficulty practicing it (Antaris & Omolu, 2019), (Wulandari, Aniuranti, & Tsani, 2022) and limited opportunities and places to practice pronunciation (Kurniati, 2016). Another important thing is that interactive learning media is available but rare to find the related course to university students. Even though there are quite a lot of pronunciation applications available and can be downloaded on communication devices such as cellphones, as well as applications available in the form of online media, they still contain general pronunciation material and there is no integration of teaching materials and exercises in classes that are specifically designed for teaching materials at university.

Using pronunciation learning approach and designs combined with interactive media, will enable students to learn the material themselves, and learn their own techniques for independent learning. Interactive media is also part of various communicative teaching techniques. As in the form of the communicative approach (Marianne Celce-Murcia, 2006), there are processes or stages of hearing sounds, practicing, repeating, creating sound concepts, reviewing video images, practicing sound correction through tongue twisters, practicing shifting vowel sounds, reading and recording the results of students' sound production. In designing teaching materials, interactive multimedia is used, which according to Heinich (1997), it is a collection of learning materials that include more than one type of media organized into one topic, which includes film strips, slides, videotape, recordings, pictures, OHP, short films, maps, sheets. work, graphs, charts, brochures, real objects and models (Heinich, 1997). The Interactive media is part of the use of the latest technology in learning including design practice, development, operation, management and assessment of processes and resources for learning (Seels, 1994).

The design of pronunciation learning with interactive media is a combination of audio-visual and animation as Cheng (Cheng, 2009) said that interactive multimedia is designed to offer interactive learning in three-dimensional (3D), graphics, sound, video, animation and creates interaction. Learning the concept of pronunciation is very integrated. Learning pronunciation also studies rhythm, intonation, word stress and syllables, both in letters and in words (Smith, 2008). The more practiced mastery of pronunciation, the more someone sounds like a native speaker. The way a language, word, or sound is pronounced is known as pronunciation (Hornby, 1995). Pronunciation is how to utter a word (Harmer, 1991), the phonology of the language - or the eloquent perception and sound production of the language and how it affects the listener (Burns, 2003) an the way sounds are perceived by listeners (Richards J. P., 1985). In terms of communicative teaching approach, (Richards J. C., 2001) put forward that a reciter needs to know how to speak in order to be able to communicate in a speech community as proposed by Hymes (1972). He continued by saying that a person who has developed communicative competence will know and be able to utilize language to

determine whether a task is formal, doable with the tools at hand, appropriate in the situation, and executed correctly.

Richards and Rodgers (2001) state that learners of English as a second language (ESL) have a variety of issues when developing their speaking abilities. The fact that pupils speak slowly and take too long to put together sentences is one issue. They also lack the language, grammar, and pronunciation skills necessary to effectively participate in conversations. Since the goals of CLT are to help students become communicatively competent, they can learn how to use language correctly and appropriately. With the CLT technique, teachers facilitate learning while focusing on the students. This will help students become self-sufficient and students' speaking abilities can be enhanced by using the Communicative Language Teaching (CLT) approach (Richards J. C., 2001). Utilising appropriate real resources materials such as audio-visual content will provide learners with a wider contribution that can be used in various methods and levels to develop it (Schiffrin, Tannen, & Hamilton, 2001).

Furthermore, because CLT exercises are frequently accompanied by sceneries or simulated scenarios, which bring them closer to reality, they offer possibilities for students to actively participate in learning. The purpose of this study is to discover how interactive media fits into the communicative approach to pronunciation instruction. Accordingly, the objective of this analysis is determine the role of interactive media in teaching pronunciation with a communicative approach so as to whether it increases students' language and cognitive mastery of pronunciation.

LITERATURE REVIEW?

1. Pronunciation

Pronunciation is the production of sounds that we use to convey meaning is called pronunciation. Pronunciation is the way in which sounds are perceived by the listener (Richards J. P., 1985). This production of sounds includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of individual sounds, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to the gestures and expressions that are closely related to the way we speak a language. According to Hornby (1995) pronunciation is the way in which a language or a particular word or sounds is spoken "... pronunciation is way in which a language or a particular word or sounds is spoken..." While Harmer (1991, p. 11) states that pronunciation is how to say a word in which make of sound, stress and intonation. Burns and Claire (2003, p. 5) explain that Pronunciation refers to the phonology of the language - or the meaningful perception and production of the sounds of that language and how they impact the listener "Pronunciation refers to the phonology of the language - or the meaningful perception and production of the sounds of that language and how they impact the listener" Clear pronunciation is very important in oral communication.

2. Communicative Language Teaching

In teaching a foreign language or second language, the emphasis on the communicative learning approach or model is seen as important in improving students' communication competence. Because the focus is on learning meaning (Richards & Rodgers, 1986) in (Desai, 2015). One of the problems faced by students in communicating is slow speaking, lack of vocabulary, grammar and pronunciation mastery. According to Richards and Rodgers (2001), there are several types of problems faced by learners in learning ESL (English as a second language) speaking skills or English as a second language. One of the problems is that students speak slowly and take too long to compose sentences. They are also unable to participate actively in conversations due to lack of vocabulary, grammar, and pronunciation knowledge "*They are also unable to participate actively in conversations due to lack of vocabulary, grammar and pronunciation knowledge*". As the characteristics of CLT aims to obtain communicative competence so that learners can learn to use language accurately and appropriately "*... to make learners to attain communicative competence so the learners can use language accurately and appropriately*". In addition, CLT focuses on students so that teachers or instructors take on the role of facilitators, creating and organizing learning environments so that students become independent "*... the major focus while using the CLT approach is on the learners. The teacher is just the facilitator. The teacher is a person who manages the environment and helps the learners to become autonomous*".

The learning model is a conceptual framework used as a guideline in conducting learning that is systematically arranged to achieve learning objectives. This guideline concerns syntax, social systems, reaction principles and support systems (Joice and Weil in Rusman, 2012). Communicative learning begins with a communicative approach (Communicative language teaching -CLT) by Richards (2006, p.2) explained that the purpose of CLT is to achieve communicative competence as proposed by Dell Hymes (1972) in Pride and Holmes (1972), which states that a speaker needs to know how to speak in order to be communicatively competent in a speech community. Someone who has acquired communicative competence will acquire both knowledge and ability to use language in relation to whether something may be formal, easy to do with the available means, appropriate to the context, and done well (Hymes: 1972).

Thus, it can be underlined that communicative learning is an approach or learning design used in the teaching and learning process with the aim of improving students' communicative competence because it is designed for situational learners and emphasizes everyday life.

3. Interactive Media

Media is any form or channel used to convey messages and information. according to the Association of Education and Communication Technology (AECT) (in Arsyad, 2011). In its function as a mediator, namely regulating effective relations between the two main parties in the learning process - students and lesson content. This means that in every teaching and learning process, both educators and students use sophisticated teaching aids and that is

what is called media. Heinich, et.al., (1993 in Arsyad, 2011) defines media as an intermediary that delivers information between the source and the recipient.

Media selection and use in the teaching and learning process are attempted to arouse new desires and interests, arouse motivation and stimulation of learning activities, and even bring psychological influences to students (Musfiqon, 2012). Rusman (2012), states that the material in learning media needs to be arranged by considering five criteria, namely: (1) Valid, namely the material in the learning media has been tested for its truth. (2) Level of importance (significant), the material provided is indeed needed by students. (3) Usefulness (utility), the material presented in the learning media should have benefits, namely increasing abilities and can be a provision for life skills in students' daily lives. (4) Learnability, meaning that learning media can be learned both from the level of difficulty (not too difficult and not too easy) and its suitability for learning activities. (5) Attracting interest, the material provided should be able to motivate students to learn further so as to create a desire to learn actively and independently.

METHODS

This research applied descriptive qualitative method. The design was used to explore the data analysis in this study. It is intended to elucidate roles of interactive media using communicative approach in teaching pronunciation. The data gathered from instruments in the form of observation, questionnaires, and students' test result. In collecting the data, the researcher formulated research questions related to the use of media and communicative approach teaching. While doing the observation, the researcher explored the implementation of teaching pronunciation using interactive media and distributed the questionnaires. To find out students' cognitive and comprehension result, the researcher handed out a test to assess students' pronunciation performance. 26 participants were taken as the sample of this research at English Language Education Study Program, Khairun University - Ternate.

RESULTS AND DISCUSSION

In finding out the data from the questionnaires this research applied rating scale of 5.00 to find out student cognitive comprehension from interactive media application, and the implementation of communicative language teaching approach.

The assessment guide for student questionnaire results utilizing an interval score interval (rating scale 5.00) as follows:

Table 1. Interval Score

Interval Score	Category
4.40 < X	Very good
3.80 < X ≤ 4.40	Good
3.20 < X ≤ 3.80	Sufficient
2.60 < X ≤ 3.20	Less
X ≤ 2.60	Insufficient

The following tables provide students response form questionnaires about media, the pronunciation teaching and communicative approach.

Table 2. The Response About Media-Based Pronunciation Learning Subject

No	Statement	Score	\bar{x}	Category
1	Using media interactive with Communicative approach support my English communication	118	4.54	Very Good
2	Support my ability in using pronunciation terminology	114	4.38	Good
3	I am able to study basic pronunciation study: Vowel, Consonant, schwa, monophthongs, Diphtongs, homonym	120	4.62	Very Good
4	Able to use pronunciation in forming word and sentence accurately and fluently	116	4.46	Very Good
5	As a reference in studying and learning pronunciation	111	4.27	Good
Average Score			4.50	Very Good

In terms of content, respondents provided answers related to the use of interactive media with the application of communicative learning and obtained an average value of 4.50 on a scale of 5.00 with a value of very good category.

Table 3. The Response on Topics Learning Pronunciation

No	Statement	Score	\bar{x}	Category
1	Relevant topics: pronunciation of sounds and syllables	128	4.92	Very Good
2	vowel dan consonant and its use in sentence	122	4.69	Very Good
3	Vowel and consonant along with the differences in words and terminology that usually used in practice	108	4.15	Good
4	Texts, words and sentences along with transcription of the words	118	4.54	Very Good
5	Pronunciation practice that suit everyday activities using video, film, songs)	116	4.46	Very Good
Average Score			4.55	Very Good

For the topic aspect, respondents tend to choose subject related to sounds and syllables, usage in words and sentences, differences and terminology of word and sentence choices and exercises that are suitable for daily use through videos, movies or songs. From the scale of 5.00, the topic aspect obtained an average value of 4.55 in the very good category.

Table 4. The Response on Cognitive Skills Achievement

No	Statement	Score	\bar{x}	Category
1	Practice dialog or monolog and doing role play	124	4.77	Very Good
2	Discussing topics or relevant subject	109	4.19	Good
3	Doing individual or group presentation	104	4.00	Good
4	Presenting subjects in peer or individual	124	4.77	Very Good
5	Practice pronunciation using media, video or interactive media	104	4.00	Good
Average Score			4.35	

Seen from the table above, students' cognitive achievement was developed from independent practice, group discussion, presentation and using interactive media. The average value obtained is in the good category with the score of 4.35.

Table 5. The Response on Media Interactive Software

No	Statement	Score	\bar{x}	Category
1	Interactive media is easy to use	119	4.58	Very Good
2	Interactive media is comfortable to use	116	4.46	Very Good
3	Learning media can be used on other computers	120	4.62	Very Good
4	media can be used in the network	116	4.46	Very Good
5	media can be installed on any device	111	4.27	Good
Average Score			4.48	Very Good

Table 6. The Response on the Relevance of Media Interactive and Communicative Approach

No	Statement	Score	\bar{x}	Category
1	Media response and communicative learning are easy to understand	119	4.58	Very good
2	The use of media with communicative learning increases learning motivation	116	4.46	Very good
3	Knowledge is increasing with communicative learning	117	4.5	Very good
4	The use of interactive media with communicative reinforcement is very relevant to the teaching material	113	4.35	Good
5	Questions on communicative learning using media are very suitable to the needs	120	4.62	Very good
Average Score			4.50	

From the relevance of media interactive and communicative approach questionnaires students admitted that it increased their knowledge, relevant to pronunciation materials and suitable for students' needs.

Cognitive performance was analysed based on students' tests result. The maximum score is 100 for the test while the completion score is ≤ 70 . The assessment of completeness test results can be seen in the following table:

Table 7. Learning and Cognitive Aspect

Statement	Performance test	
	Number of student	Percentage
Number of students with sufficient score	2	8%
Number of students with good score	10	38%
Number of students with very good score	14	54%
The total number of student	26	100%

Students pronunciation test was carried out in the final stage to find out the comprehension and the score obtained from a total 20 questions from written, dictation and pronunciation quiz.

Students performance test consist of written comprehension, listening and dictation and pronouncing words and sentences to assess their accuracy and fluency. The test of dictation and pronunciations were recorded.

Table 8. Students' Performance Tes

No	Initial	Score	Criteria
1	AT	80	Good
2	CWJA	90	Good
3	DC	90	Good
4	DAM	80	Good
5	FA	70	Sufficient
6	HRB	90	Good
7	IAT	80	Good
8	IU	90	Good
9	LU	80	Good
10	MSS	70	Sufficient
11	MF	80	Good
12	NT	90	Good
13	NF	90	Good
14	NS	90	Good
15	NA	80	Good
16	PS	95	Very good
17	RU	80	Good
18	ROU	90	Good
19	RUUM	90	Good
20	SLOS	80	Good
21	SMHB	80	Good
22	SLF	98	Very good
23	SUU	80	Good
24	TN	90	Good
25	ULB	90	Good
26	WA	90	Good
Total		2213	
Average score		85,12	Good

DISCUSSION

The role of interactive media in tandem with the communicative approach has a significant influence on students' pronunciation performance. By using a communicative approach, students cognitive mastery increases. This is supported by research from Foote, et.al (2016), (Couper, 2021), (Savignon, 2006), (Marianne Celce-Murcia, 2006) for the efficacy of using communicative learning in teaching pronunciation. As the interactive media supported the process of teaching and learning, the teachers facilitate the teaching and

learning process and allow the students to be autonomous learners (Schiffirin, Tannen, & Hamilton, 2001). In addition to that, using appropriate media such as interactive media (Cheng, 2009), add to students' cognitive mastery. In this case, the place, scope and role show the achievement of learning objectives. The data shown in this study with the right approach design, classroom management and the role of lecturers in the pronunciation teaching process also contribute greatly to students' pronunciation comprehension. This study investigates students' language and cognitive mastery related to the use of interactive media in teaching pronunciation with communicative approach. It has yielded a significant achievement on students' pronunciation performance. Result shown form table 3 and table 4, provided solution on the questions of students' low mastery of pronunciation (Nazari & Mirsaeeidi, 2017) (Wulandari, Aniuranti, & Tsani, 2022). The data shown in table 6 supported students' motivation and self confidence adding to the research from Antaris and Omolu (2019). This study supported the assessment of the communicative approach, the test results showed a score of 85.12, where the communicative approach in teaching pronunciation is very good.

CONCLUSIONS AND RECOMMENDATIONS

The role of media in teaching pronunciation has a good impact on the cognitive development of students, adding to a communicative approach, media creates interaction. This research presented two significant conclusions based on the discussion: the role of interactive media supported students' pronunciation achievement. The design of pronunciation learning using communicative approach is in favor of students needs. Using interactive media and a communicative approach in teaching pronunciation brought significant impacts on students' performance. It increases students' motivation, their familiarity with interactive media usage, their class interaction and support their comprehension in learning basic pronunciation. This research encountered several constraints during its implementation: the number of samples was limited to one class of first semester students of English Education Study Program. However, it is recommended that the approach of communicative language teaching accompanied by interactive media to be implement in the teaching of language skills especially pronunciation in higher education students level.

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