

FACILITATING STUDENTS' PRONUNCIATIONS ON PLOSIVE CONSONANT SOUNDS THROUGH SEPHONICS SOFTWARE¹

Ahmad Lizamuddin

Sekolah Guru Indonesia Dompot Dhuafa

Jl. Raya Bogor Parung Km.42, Kec. Kemang, Kab. Bogor 16310

Email : ahmadlizamuddin@yahoo.com

Abstract

This research was about facilitating students' pronunciations on plosive consonant sounds through Sephonics software. It was done with 3rd semester students of ELT Department of Walisongo State Institute for Islamic Studies in the academic year of 2011/2012. Background of this research was the difficulty in learning pronunciation. This research was aimed to respond following questions; (1) How was the implementation of using sephonics software for teaching pronunciation (plosive consonant sounds) to third semester students of ELT Department, State Islamic Institute of Walisongo, Semarang? (2) Was there any improvement of students' pronunciation on plosive consonant sounds after being taught using sephonics software? The participant of this research was the 3rd semester students of ELT Department of Education Faculty, Walisongo State Institute for Islamic Studies, Semarang that consisted of 28 students. It was a classroom action research that had two cycles. They were pre-cycle, cycle 1, and cycle 2. Sephonics software was used in cycle 1 and cycle 2. The methods of data collection were test and observation in all cycles. The test form was reading aloud that asked students to pronounce some words that contained plosive consonant sounds. Then, the result of test scores was analyzed by using mean to determine whether there was an improvement in each cycle. This study showed that: (1) the first thing that the teacher needed to do to use this software as a teaching aid was that he or she must conduct the class in a language laboratory. If it was not possible, the teacher could conduct the class in a regular classroom by providing several computers or laptops. Then, the students must be grouped based on the number of the computers. The second thing was that this was CALL learning based; the teacher might explain how to use the software in order that the students could practice by themselves outside of class schedule. (2) After collecting data, it was found that the average (mean) of pre cycle test was 69. Then, it had very significant improvement in cycle 1 and cycle 2. It became 98.7 from cycle 1 test and 99.6 from cycle 2 test. It meant that the research was successful to improve the students' pronunciation abilities. In conclusion, Sephonics software was successful to facilitate students' pronunciations on plosive consonant sounds.

Keywords: Pronunciation, Plosive Consonant Sounds, Sephonics Software

INTRODUCTION

Research Background

Pronunciation is one of language components. All of native language users in Indonesia have different pronunciation rules based on their own native languages. They have own rules of their pronunciation which are different from English pronunciation.

English pronunciation is very important for all age levels; nonetheless, it is still neglected by not only students but also teachers. Nowadays, some teachers are still facing difficulties to pronounce some English words, and admit to a lack of knowledge about the theories of pronunciation. It gives a big and significant influence toward their students for enhancing English pronunciation in the classroom. Therefore, the teachers are expected to improve their practical skill in teaching pronunciation.

Then, to conduct the teaching and learning process, the teachers are forced to be more creative to teach the students. They need specific methods and techniques to conduct learning process. They can use games, songs, etc. to be used in the learning activity. Even, many institutions invite the native speakers to teach their students in order to get good understanding of English materials, especially pronunciation.

Responding to what have been elaborated above, an English Language Teaching department should apply a real orientation to teach pronunciation. In this case, the students ought to be taught by the native speaker of English. So, they will understand well and clearly grasp the pronunciation theory of English.

Most of non-native English speakers still speak English with their native languages accents. Therefore, it sometime causes English native speakers difficulties to understand the foreigners' speeches. Realizing the urgency to invite a native speaker, unfortunately, some high education institutions have not asked yet a native speaker to teach English, especially pronunciation since it is a crucial skill that must be mastered well by all English learners. Meanwhile, a native speaker will be able to lead them to acquire good pronunciation that will make the speech easily to be understood.

The development of technology nowadays will give a breakthrough dealing with the problem above. One of the developments related to it such as the invention of computer application in the classroom language learning.

The use of computer in language class does not mean that the teacher or the students can use the computers for finishing their work assignment merely. It has a special usage for implementing classroom learning as the teaching aid. Computer

¹ Presented on Asia TEFL Conference 2014

consists of hardware and software which support the work of it. In this research, the practice of computer software namely Sephonics was applied to facilitate the pronunciation teaching process.

IAIN Walisongo is one of the institutions that possess English Language Teaching Department in Tarbiyah Faculty. However, there is no native speaker there to teach a specific skill related to English although it is crucially needed. The pronunciation class is taught by a teacher who speaks Bahasa Indonesia in their daily life. It will not be optimal. Therefore, the researcher wants to conduct a classroom action research on pronunciation by using computer software as the media. It is conducted in the phonology class where English pronunciation concerned.

Research Questions

Based on the problem that has been stated above, two research questions were investigated through this research. They were:

- 1) How was the implementation of using sephonics software for teaching pronunciation (plosive consonant sounds) at third semester students of ELT Department, State Islamic Institute of Walisongo, Semarang?
- 2) Was there any improvement on students' pronunciation of plosive consonant sounds after being taught using sephonics software?

Research Objectives

Objectives of this research were to find:

- 1) To describe the implementation of pronunciation teaching (plosive consonant sounds) at third semester students of ELT Department, State Islamic Institute of Walisongo, Semarang through sephonics software.
- 2) To find out students' improvement on pronunciation of plosive consonant sounds after being taught by using sephonics software as the media.

Theoretical Review

1. Pronunciation

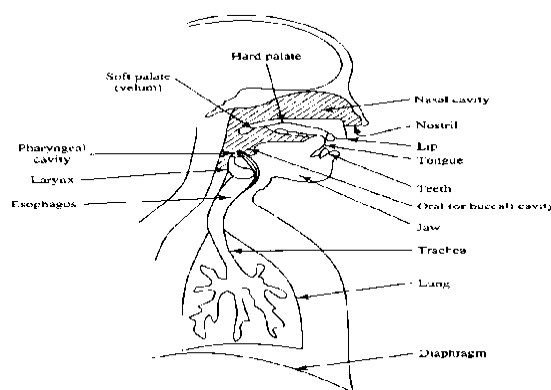
Pronunciation refers to the way a word or a language is spoken, or the manner in which someone utters a word. If one is said to have "correct pronunciation", then it refers to both within a particular dialect.

Pronunciation has an important role for human being in oral communication. It determines understanding from speakers who convey messages, ideas and thoughts, to listeners.

According to Hornby (1987), "pronunciation is the way in which a languages or particular word is pronounced". Pronunciation also can be defined as the act of producing the speeches. Ramelan (2003) said "speech sounds are sounds produced by the speech organs (articulators)".

The process of speaking involves modifying the column of air which enters and leaves our lungs

as we breathe, thus producing audible sounds. Hence essentially all of the human respiratory tract is included in the organ of speech (Hall, 1964). In addition, Ramelan (2003) states that Speech sounds are produced only when there is some interruption of the out-going air and this interruption is carried out by those part of the speech organs. When we breathe restfully, the air also goes in and out but it is uninterrupted and no speech sound is produced.



Picture 1. The diagram of speech organs

Then, there are several theories on how to teach English pronunciation. Most of them involved in rote and drilling that memorizes the word pronunciation. These methods can work well for some students. According to (Kelly, 2002) states that there are some techniques and activities in teaching pronunciation. They are drilling, minimal pairs and related activities, pronunciation and spelling activities, taping students' English, listening activities, and reading activities.

2. Teaching Media

Media is as derivation for Latin word, *medius* means medium (singular form) or agent or intermediary (Arsyad, 2003). Arsyad (2003) also explains of teaching media experts in his book. They are Gerlach Ely. They stated that media is person, material or events that established condition that enable students to reach knowledge, skill, or attitude.

Based on the definition above, it can be concluded that media are varieties of substances, used by teachers during teaching and learning process when delivering the lesson in order to be easier and more effective. Therefore, media has an urgent role for teaching and learning process. It can encourage students' motivation and interest in the learning process. So, the students are able to comprehend better than they are taught without using media.

In short, media can help students in acquiring lessons that are being taught. It also gives many choices of teaching aids that help both students and teachers for learning process.

There are some classifications of media. They are visual, audio, audio-visual, and role play (Hamalik, 1985). Combination of visual and audio media can be effective when used for enjoy teaching

and learning situation. For example, two or more students simulate the drama action, role-play, games or theatrical group.

In addition, as the result of technology development, media can be classified into four categories. They are printed media, audio visual media, computer based media, and combination between printed and computer based media (Arsyad, 2003).

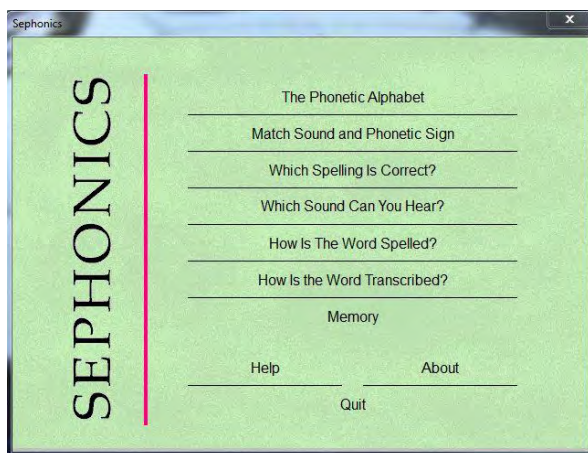
3. Plosive Consonant Sounds

Consonants are the speech sounds which are produced with some kind of closure in the mouth, restricting the escape of air. It is possible to identify each consonant by stating three facts about it. They are:

- 1) where about in the mouth it is produced
- 2) what sort of articulators posture it is formed by
- 3) what is happening in the larynx is the consonant „voiced“ or „voiceless“

A stop, plosive, or occlusive is a consonant sound produced by stopping the airflow in the vocal tract. The terms *plosive* and *stop* are usually used interchangeably, but they are not perfect synonyms. Plosives are oral stops with a pulmonic regressive air stream mechanism (wikipedia.org). English has six plosive consonants, produced respectively at bilabial point of articulation /b, p/, at alveolar point of articulation /d, t/, and at velar point of articulation /g, k/ (Ramelan, 2003).

4. Sephonics Software



Picture 2. Sephonics main menus appearance

Sephonics 1.0 is a Windows program that will teach the users the English phonetic alphabet, which is a subset of the International Phonetic Alphabet (IPA, in short).

Sephonics includes seven different exercises for practicing English pronunciation and the phonetic alphabet, including a phonetic memory game to relax between the lessons. There are also exercises where the users learn to match a sound to a phonetic sign, transcribe from phonetic text to ordinary text, and much more. Sephonics is freeware. It requires Windows 95 / 98 / NT / 2000 / XP or better.

RESEARCH METHOD

Methodology

In this research, researcher used classroom action research (CAR). An action research is a research that has been done reflectively and systematically about various action or steps that have been done by teacher, start from planning until assessing about real action in the class such as teaching learning activity to improve learning condition (Subyantoro, 2009).

According to Kemmis and Mc Taggart cited by Nunan (1992) moreover, an action research is a group of activities and a piece of descriptive research carried out by teacher in his or her own classroom, without changing the phenomenon under investigation.

The researcher concludes that an action research is one of the strategies in improving or increasing the practice of learning that can be achieved by doing such reflection in order to diagnose condition, and then try it systematically as an alternative way to solve learning problems that is being faced in the class.

In this research there are two cycles applied. According to Kemmis as cited by Mills, there are four components in one cycle for doing a classroom action research. They are planning, acting, observing, and reflecting.

Participant

For this research, the participants were 3rd semester students of ELT Department of Tarbiyah Faculty, IAIN Walisongo Semarang who were learning English as a Foreign Language. The researcher was interested to observe these participants because of their problems in pronunciation. Some of them said that English pronunciation is difficult. In addition, they also have problem with first language interference for learning pronunciation. So, the researcher wants to improve their ability in pronunciation, especially in pronouncing words that contain plosive consonant sounds.

Technique of Data Collection

As the technique of data collection of this research, researcher collected the data from two ways. They were test and observation. Test was used in the end of each cycle while observation was acted during learning process.

Test of this research was oral test. The students pronounced some words that contained plosive consonant sounds. There were ten words provided in the end of each cycle.

Then, Observation on this research was guided with observation check list. There were five points of the observation aspects that were needed to fill the data for the observation. They were below:

- 1) Students' attention on teacher's explanation.
- 2) Students' activeness in asking questions.
- 3) Students' activeness in responding questions.
- 4) Students' enthusiasm in doing test.
- 5) Students' corporation in group work.

Technique of Data Analysis

On scoring data, researcher checked students' voice one by one from their recordings as the result of students' tests in every cycle. The kind of tests was oral test. So, it was needed extra attention while checking students' voices. It was hoped to get a valid data. In Every cycle, tests were given to students in the last of class. In the test, students pronounced some plosive sound words. It was used to measure their pronunciation ability after researcher gave treatment and to know about their improvement in every cycle. For oral test, there were 10 words on each cycle that should be pronounced by students. There were three cycles, so there were 30 words in all items of tests. The researcher used tests score guidance as follows:

- 1) Researcher gave 10 scores for every item if the student pronounced the words that contained plosive sound words correctly, so the highest score was 100.
- 2) 5 Score for student that pronounced a word that contained plosive consonant sounds incorrectly.
- 3) 0 score was given when student did not pronounce the word that contained plosive sounds.

When researcher taught by using sephonics software, he conducted tests that were measured by using *Mean* of the scores. The researcher also used *Mean* to count tests in every cycle. So, The scores of tests could be counted using the formula of *Mean* as follows:

$$M = \frac{\sum X}{N}$$

Where $\sum$ represents "sum of", X represents any raw score value, N represents the total number of scores, and M represents the *mean* (Hadi, 1989).

Besides that, the researcher also made other category or achievement level to list the students' test results. It could be seen below:

Table 1. List of level achievement

Test Score	Level of Achievement
91-100	Excellent
81-90	Very Good
71-80	Good
≤ 70	Fail

Then, the researcher also made other form for measuring the number of percentages of number of students in each level. It can be seen below:

Table 2. List of Level Achievement Percentages

Level of Achievement	Number of Students	Percentages
Excellent		
Very Good		
Good		
Fail		
$\sum$		100 %

The percentages of the column above can be counted as below:

$$\text{Percentages} : \frac{X}{\sum X} \times 100$$

X : number of students in each level

$\sum X$: Number of all students

From the data analysis above, the result of each test could be valid data. Then finally, students are expected able to improve their achievement and motivation in being taught pronunciation of plosive consonant sounds through sephonics software.

RESEARCH FINDING AND ANALYSIS

Research Result

1. Pre cycle

When conducting this action research, the researcher taught on this cycle with a test in the end of teaching. The purpose of this test was to know the students' ability in pronouncing words, which contain plosive consonant sounds. The test was conducted on September, 19th 2011. It was followed by 28 students.

They had to pronounce 10 words with plosive consonant sounds. The first test result was compared to the students' test results after being given the treatment to know their ability improvement in pronouncing the words with plosive consonant sounds.

Table 3. First Test Result

No	Name	Score	Level of Achievement
1	Person 1	75	Good
2	Person 2	80	Good
3	Person 3	55	Fail
4	Person 4	60	Fail
5	Person 5	80	Good
6	Person 6	70	Fail
7	Person 7	55	Fail
8	Person 8	60	Fail
9	Person 9	85	Very Good
10	Person 10	60	Fail
11	Person 11	65	Fail
12	Person 12	70	Fail
13	Person 13	65	Fail
14	Person 14	50	Fail
15	Person 15	60	Fail
16	Person 16	75	Good
17	Person 17	65	Fail
18	Person 18	80	Good
19	Person 19	80	Good
20	Person 20	75	Good
21	Person 21	80	Good
22	Person 22	75	Good
23	Person 23	75	Good
24	Person 24	70	Fail
25	Person 25	75	Good
26	Person 26	60	Fail
27	Person 27	70	Fail
28	Person 28	65	Fail
$\sum$	28	1935	

$$\text{so, } m = \frac{\sum x}{N}, m = \frac{1935}{28}, m = 69$$

Based on the result of first test score, it can be categorized as below:

Table 4. The Percentages of First Test Result

Level of Achievement	Number of Students	Percentages
Excellent	0	0 %
Very Good	1	3.5 %
Good	11	39.3%
Fail	16	57.2 %
Σ	28	100 %

From the result above, the conclusion is that the students' ability in pronouncing the words with plosive consonant sounds is still poor. Even most of the students are very poor in pronouncing the words with plosive consonant sounds. It can be seen from the percentages of the level of achievement, which is 57.2% of the total number of the students failed in this test. Then, the 39.3% categorized as Good level. While the remain 3.5% is in Very Good level.

Based on the explanation above, the mean of students' result in the first test was 69. According to the criteria of score, the students' achievement level in this first test was Fail. It could be said that a treatment was needed to improve students' ability of pronunciation on plosive consonant sounds.

2. Cycle 1

Before entering cycle I, the researcher did the preliminary research to know students' ability in pronouncing plosive consonant sounds of words with the purpose to compare with the result in each cycle. There were some steps in this cycle:

- 1) Planning
 - a) The researcher prepared the teaching aid (a computer for using sephonics software).
 - b) The researcher made a lesson plan.
 - c) The researcher prepared present list in order to know students' activeness in joining teaching learning process.
- 2) Acting
 - a) The researcher (as a teacher) greeted students.
 - b) The researcher did ask and answer about various things related to the students' condition.
 - c) The researcher told the roll.
 - d) The researcher gave motivations to the students related to the material that was taught, its purposes were: in order the students understood the material exactly to concentrate students' attention on the learning situation.
 - e) The researcher explained the material.
 - f) The researcher used the process of transformational of material by using contextual approach.
 - g) The researcher gave an example of words in practice to the students in front of class.
 - h) The researcher asked students to practice it by using sephonics software together.

- i) The researcher asked students to make it in written form.
 - j) The researcher asked them to collect their result after the students finished their writing.
 - k) The researcher gave a test to students after the cycle 1 treatment.
- 3) Observing
 - a) The observer observed the teaching learning process focus on students' ability that indicates their understanding and concerns on the lesson and students activities based on checklist observation.
 - b) The observer observed the students when they pronounce the words help by sephonics software.

Besides observing the classroom activities, the researcher also observed the result of the test of this cycle. The test was conducted after the teaching and learning process of cycle 1 on September, 26th 2011. It aimed to know the progress of the students' improvement in pronouncing plosive consonant sounds after being taught by using sephonics software as the teaching aid.

The complete result of second test can be seen below:

Table 5. The Second Test Result

No	Name	Score	Level of Achievement
1	Person 1	100	Excellent
2	Person 2	100	Excellent
3	Person 3	100	Excellent
4	Person 4	95	Excellent
5	Person 5	90	Very Good
6	Person 6	100	Excellent
7	Person 7	95	Excellent
8	Person 8	100	Excellent
9	Person 9	95	Excellent
10	Person 10	100	Excellent
11	Person 11	100	Excellent
12	Person 12	100	Excellent
13	Person 13	100	Excellent
14	Person 14	100	Excellent
15	Person 15	90	Very Good
16	Person 16	100	Excellent
17	Person 17	100	Excellent
18	Person 18	100	Excellent
19	Person 19	100	Excellent
20	Person 20	100	Excellent
21	Person 21	100	Excellent
22	Person 22	100	Excellent
23	Person 23	100	Excellent
24	Person 24	100	Excellent
25	Person 25	100	Excellent
26	Person 26	100	Excellent
27	Person 27	100	Excellent
28	Person 28	100	Excellent
Σ	28	2765	

$$m = \frac{\Sigma x}{N}$$

$$m = \frac{2765}{28}$$

$$m = 98.7$$

From the result of second test, score percentages could be categorized as bellow:

Table 6. The Percentages of The Second Test Criteria

Level of Achievement	Number of Students	Percentages
Excellent	26	92.8 %
Very Good	2	7.2 %
Good	0	0
Fail	0	0
Σ	28	100 %

From the result above, it can be concluded that the students' ability in pronouncing the words with plosive consonant sounds was wonderful. Even almost all of the students were in excellent level for pronouncing the words with plosive consonant sounds. It can be seen from the percentages of the level of achievement, which is 92.8% of the total number of the students were wonderful in this test. Then, the 7.2% categorized as Very Good level.

Based on the explanation above, the mean of students' result in the second test was 98.7. According to the criteria of score, the students' achievement level in this second test was excellent. It could be said that a treatment, which was given was able to improve students' ability of pronunciation on plosive consonant sounds. It had a very significant improvement.

4) Reflecting

Based on the observation of cycle 1, teacher and researcher need to do some improvements such as follows:

- The researcher should use louder voice when explaining the materials.
- The researcher should give motivation and guidance to students.
- The researcher needed to make a group work, which made the students get involved in it.

3. Cycle 2

There were several aims of cycle II such as to solve the weakness in cycle I, to give more opportunities for students to improve their ability in pronunciation of plosive consonant sounds by using sephonics software; group work as an application of pronunciation as cooperative activity in this cycle. The activities are below:

1) Planning

- The researcher prepared the material of words.
- The researcher chose the sephonics software as an aid in teaching according to the material.
- The researcher designed lesson plan of cycle II.

2) Acting

- The researcher greeted the students and opened the lesson.
- The researcher did ask and answer about the difficulties on the last meeting.
- The researcher reviewed the materials.

- The researcher explained the materials of English consonant sounds.
- The researcher showed some words as examples and asked the students to pronounce.
- The researcher divided the students into three groups.
- Teacher explained the game rules by using sephonics software.
- The researcher started the game.
- The researcher announced the winner.
- The researcher made a conclusion about the materials.
- The researcher gave a test for students, they were asked to pronounce the words that contain plosive consonant sounds.
- The researcher ends the lesson.

3) Observing

- The observer observed the teaching learning process focus on students' ability that indicates their understanding and concerns on the lesson and students activities based on checklist observation.
- The observer observed the students when they pronounce the words help by sephonics software.

Again, the researcher did not only observe the result of classroom activities. The test result of this cycle was also observed. The test was conducted on October 3rd 2011. It was done after cycle 2 treatment. It aimed to know the students' improvement in pronouncing the words, which contain plosive consonant sounds and to decide the cycle would be stopped or continued.

Moreover, the result of the third test could be seen at table below:

Table 7. The Third Test Result

No	Name	Score	Level of Achievement
1	Person 1	95	Very Good
2	Person 2	100	Excellent
3	Person 3	100	Excellent
4	Person 4	100	Excellent
5	Person 5	100	Excellent
6	Person 6	100	Excellent
7	Person 7	100	Excellent
8	Person 8	100	Excellent
9	Person 9	100	Excellent
10	Person 10	100	Excellent
11	Person 11	100	Excellent
12	Person 12	100	Excellent
13	Person 13	100	Excellent
14	Person 14	100	Excellent
15	Person 15	100	Excellent
16	Person 16	100	Excellent
17	Person 17	100	Excellent
18	Person 18	95	Very Good
19	Person 19	100	Excellent
20	Person 20	100	Excellent
21	Person 21	100	Excellent
22	Person 22	100	Excellent
23	Person 23	100	Excellent
24	Person 24	100	Excellent

No	Name	Score	Level of Achievement
25	Person 25	100	Excellent
26	Person 26	100	Excellent
27	Person 27	100	Excellent
28	Person 28	100	Excellent
Σ	28	2790	

$$m = \frac{\Sigma x}{N}$$

$$m = \frac{2790}{28}$$

$$m = 99.6$$

The result of the test could be categorized as below:

Table 8. The Percentages of Third Test Result

Level of Achievement	Number of The Students	Percentages
Excellent	26	92.8 %
Very Good	2	7.2 %
Good	0	0
Fail	0	0
Σ	28	100 %

It could be seen that there was a very significant improvement of the mean. And also the percentages of each category improve well. It could be concluded that the improvement of the students' ability in pronouncing words with plosive consonant sounds was very successful. Then, based on the result of the third test, the cycle treatment was stopped.

4) Reflecting

In this cycle, the improvement was necessary. Because in this cycle, the students' improvement on their abilities in pronouncing the words that contain plosive consonant sounds, was more significant. It could be seen from the mean improvement score of the test. Teacher and researcher concluded that it showed significant improvement mean after being given treatment by using sephonics software. It was seen by their enthusiastic in learning process, they were serious in paying attention when the researcher explained the material, the number of students who asked questions and responded the questions were increasing. They were also serious in making effort to understand the materials of pronouncing the words that contain plosive consonant sounds.

Analysis

1. Analysis of the test

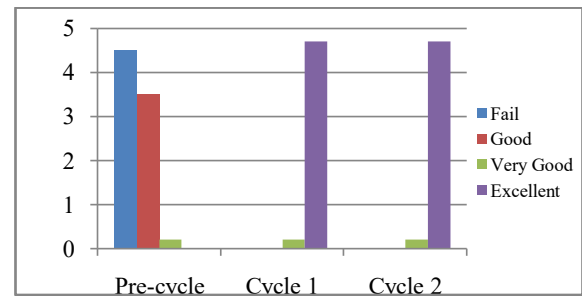
The comparison of the whole test can be seen at the following table:

Table 9. The Comparison of The Means of Students' Scores on First Test, Second Test, and Third Test

No.	Test	Mean
1	First Test	69
2	Second Test	98.7
3	Third Test	99.6

Table 10. The Comparison of The Percentages of Students' Score on First Test, Second Test, and Third Test

Level of Achievement	First Test	Second Test	Third Test
Excellent	0 %	92.8 %	92.8 %
Very Good	3.5 %	7.2 %	7.2 %
Good	39.3%	0	0
Fail	57.2 %	0	0
Σ	100%	100%	100%



Picture 3. The simple description of student improvement in each category from pre cycle to cycle 2

The whole meetings of the cycles ran well, even, there was a very significant improvement from pre cycle to cycle 1. It was great. The complete result can be seen on the tables that showed the progress of students' achievement.

2. Analysis of the observation

There were 5 items of categories that were used by the researcher to complete the needed data. These were used for observation checklist. They are: paying attention, activeness in asking questions, activeness in answering questions, enthusiasm in doing test, and corporation in group work. The complete result of observation from pre cycle to cycle 2 can be seen below:

Table 11. The Result of Observation Pre Cycle to Cycle 2

Cycle	A	B	C	D	E
Pre cycle	28	3	2	17	0
Cycle 1	28	11	18	28	0
Cycle 2	28	11	14	28	28

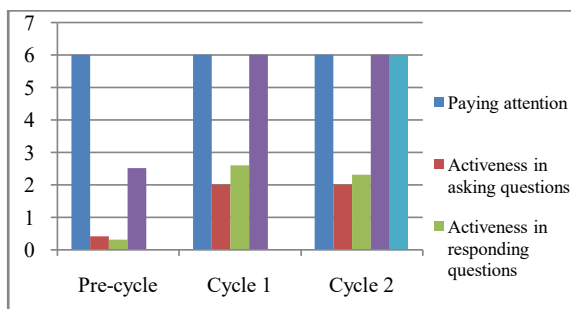
Explanation:

- A: Paying attention
- B: Activeness in asking questions
- C: Activeness in responding questions
- D: Enthusiasm in doing test
- E: Corporation in group work

Pre cycle observation was conducted while pre cycle learning process was being run. It was on September 19th 2011. Then, the observer observed about the students' activities based on the checklist observation sheet. It can be seen from the table above where it shows there were 28 students who paid attention to the teacher's explanation. Besides that, there were only 3 students who were active in asking questions. Otherwise, there were only 2 students were active in answering questions. Then, 17 students had enthusiasm in doing their test. There were no students active in the group work corporation because there was no group work in this pre cycle.

Cycle 1 observation was conducted while cycle 1 learning process was being run. It was on September 26th 2011. Then, the observer observed about the students' activities based on the checklist observation sheet. The table above shows that there were 28 students paid attention to the teacher explanation. Then, 11 students were active in asking questions. Otherwise, there were 18 students were active in answering questions. 28 students had enthusiasm in doing their test. Then, no student was active in work group corporation. Because there was no work group in this cycle1.

Cycle 2 observation was conducted while cycle 2 learning process was being run. It was on October 3rd 2011. Then, the observer observed about the students' activities based on the checklist observation sheet. The table above shows that there were 28 students paid attention to the teacher explanation. 11 students were active in asking questions. Otherwise, 14 students were active in answering questions. 28 students had enthusiasm in doing their test. Then, there were 28 students were active in group work corporation.



Picture 4. The simple description of student development based on the observation checklist.

In conclusion, the researcher concluded that the students were good enough for being taught. The explanation above shows the students' activity improvement that was very positive.

CONCLUSION

Having conducted the research of teaching pronunciation on plosive consonant sounds by using Sephonics software as a teaching aid, the researcher draws some conclusions based on the discussion. The conclusions are:

- 1) The implementation of using Sephonics software to facilitate students' pronunciation can be done in computer laboratory, language laboratory, or only in a classroom by providing some computers or laptops. Then, the teacher divides the students into some groups to operate a computer for each group. In addition, as the learning based on CALL, the teacher may assign to students to practice by themselves individually. It aims to implement one of the functions of technology usage to facilitate self-learning process.
- 2) According to the data from result of tests and observation that have been done and analyzed in

the previous chapter, it showed indicators that the use of Sephonics software to facilitate students' pronunciation on plosive consonant sounds has significant improvement in each cycle. It can be seen from the score means of the tests that show 69 for pre cycle test, 98.7 for first cycle test, and 99.6 for second cycle test. Then, it also can be seen from the numbers of student categories in observation checklists.

REFERENCES

- Aqib, Zainal dkk, *Penelitian Tindakan Kelas*, Bandung: Yrama Widya, 2008.
- Arsyad, Azhar, *Media Pembelajaran*, Jakarta: PT. Raja Grafindo Persada, 2003.
- Asnawir and M. Basyiruddin Usman, *Media Pembelajaran*, Jakarta: Ciputat Pers, 2002.
- Hadi, Sutrisno, *Statistik (Jilid 1)*, Yogyakarta: ANDI, 1989.
- Hamalik, Oemar, *Media Pendidikan*, Bandung: Penerbit Alumni, 1985 retrieved from Asnawir and M. Basyiruddin Usman, *Media Pembelajaran*, Jakarta: Ciputat Pers, 2002.
- Hornby, A.S., *Oxford Advanced Learners' Dictionary*, NY: Oxford University press, 1987.
- Jr, Robert A. Hall, *Introductory Linguistics*, Philadelphia: Chilton Company, 1964.
- Kelly, Gerald, *How to Teach Pronunciation*, England: Pearson Education Limited, 2000.
- Nunan, David, *Research Methods in Language Learning*, Australia: New Jersey, 1992.
- Ramelan, *English Phonetics*, Semarang: UPT Unnes Press, 2003.
- Subyantoro, *Penelitian Tindakan Kelas*, Semarang: CV. Widya Karya, 2009.
- <http://www.phon.ox.ac.uk/jcoleman/phonation.htm>, retrieved at March 10, 2011
- <http://www.wartoft.nu/software/about-me/>, retrieved on February 29, 2012 at 8.50.
- Plosive Consonant from http://en.wikipedia.org/wiki/Plosive_consonant, retrieved at: February 23, 2011.

Keterangan Penulis

Ahmad Lizamuddin. Lulusan Sarjana Strata Satu Pendidikan Bahasa Inggris IAIN Walisongo Semarang tahun 2012. Sekarang beraktifitas sebagai Instruktur di Center for International Language Development of UNISSULA sejak 2012. Pernah menjadi Guru Relawan di Sekolah Guru Indonesia Dompot Dhuafa Angkatan V, ditempatkan di Kabupaten Kubu Raya, Propinsi Kalimantan Barat (2013-2014). Pemateri pada Asia TEFL Conference 2014, Kuching, Serawak, Malaysia, 2014. Penulis Buku "Batu Daun Cinta Teman Setia Belajarku" diterbitkan oleh Sekolah Guru Indonesia Dompot Dhuafa (Buku yang mengkisahkan perjuangan para guru relawan SGI di daerah penempatan).