

CAKRAWALA PENDIDIKAN

**FORUM KOMUNIKASI ILMIAH
DAN EKSPRESI KREATIF
ILMU PENDIDIKAN**

**Masyarakat Ekonomi AEAN (MEA)
Antara Ancaman dan Tantangan**

Membangun Kerukunan Antar Umat Beragama

Anaphor, Cataphor, and Exophor in Postcard Texts

**Membangun Intensi Kewirausahaan Bagi Mahasiswa LPTK
sebagai Alternatif Menyiapkan Kemampuan Memasuki Lapangan
Kerja Baru yang Mandiri**

Teaching Speaking Using Describe and Draw Technique

**Scrutinizing Students' Writing Using 6 + 1
Trait Writing to University Students**

**Grammatical Errors in Essay Writing at English
Department Students**

**Upaya Meningkatkan Hasil Belajar dan Motivasi Mahasiswa
Offering C melalui Model Pembelajaran *Advance Organizer***

**Implementasi PhoTransEdit dalam Pengajaran Pengucapan
Bahasa Inggris**

**Effectiveness of Using Reciprocal Method
in Teaching Reading Comprehension**

**Pelaksanaan Pelayanan Pengujian Kendaraan Bermotor di Dinas
Perhubungan, Komunikasi dan Informatika Kabupaten Blitar**

**Figurative Language in The Selected Poems
of William Shakespeare**

Applying Mind Mapping Strategy in Speaking Learning Activity

**Penerapan *Active Learning* untuk Menanamkan Proses Berpikir
Intuitif pada Mahasiswa**

**Pengembangan Modul *Expository Essay Writing* Berbasis *Scientific
Approach* untuk Mahasiswa STKIP PGRI BLITAR**

ISSN 1410-9883

CAKRAWALA PENDIDIKAN

Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Terbit dua kali setahun pada bulan April dan Oktober
terbit pertama kali April 1999

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Alamat Penerbit/ Redaksi : STKIP PGRI Blitar, Jl. Kalimantan No. 111 Blitar, Telp. (0342) 801493. Langganan 2 nomor setahun Rp. 50.000,00 ditambah ongkos kirim Rp. 5.000,00. Uang langganan dapat dikirim dengan wesel ke alamat Tata Usaha.

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CAKRAWALA PENDIDIKAN

Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Volume 17, Nomor 2, Oktober 2015

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IMPLEMENTASI PHOTRANSEEDIT DALAM PENGAJARAN PENGUCAPAN BAHASA INGGRIS

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STKIP PGRI BLITAR

Abstrak : Pengajaran Pengucapan telah dianggap penting terhadap kemampuan dalam menggunakan bahasa Inggris sebagai bahasa asing. Tujuan dari makalah ini adalah untuk memperkenalkan beberapa langkah dalam mengajar Pengucapan dengan menggunakan PhoTransedit sebagai media pembelajaran. Saya telah mengembangkan prosedur ini dengan gagasan bahwa freeware ini telah dirancang bagi mereka yang bekerja dengan transkripsi fonetik bahasa Inggris berdasarkan IPA (Asosiasi Ponetik Internasional). Prosedur berasal dari minat saya yang besar dalam mengajar Pengucapan yang inovatif dan pengalaman saya dalam mengajar Pengucapan. Langkah yang ditawarkan diharapkan menjadi salah satu cara untuk memperbaiki kemampuan Pengucapan siswa serta untuk menghindari kesalahan dalam mengajar Pengucapan terutama untuk mahasiswa bahasa Inggris.

Kata Kunci : Pengajaran, Pengucapan bahasa Inggris, PhoTransEdit, IPA

Abstract : Teaching pronunciation has been regarded as a crucial to the ability to use English as a foreign language. The aim of this paper is to introduce several steps in teaching pronunciation by using PhoTransEdit as the learning media. I have developed this procedure with the notions that this freeware has been designed for those who work with English phonetic transcriptions based on IPA (International Phonetic Association). The procedures have been derived from my great interest in innovative pronunciation teaching and my teaching experience in pronunciation. The offered steps are expected to be pathways to improve students' pronunciation as well as to avoid mistakes in teaching English pronunciation particularly for the English college students.

Key Words : Teaching, English pronunciation, PhoTransEdit, IPA

INTRODUCTION

A teacher needs to spend extra time for the class to deliver some aspects dealing with English pronunciation for the appropriate treatments. Often the class tends to be monotone because the address of teaching is not well delivered and the sets of topics given contain more unrelated practices. Mostly teaching is focused on drilling the ways how sound is spoken. These all gradually create boredom for some

students although on the other hand this model of teaching is still to be the most effective strategy for pronunciation practice. Drilling sound over and over again often leads to discouraging results, discouraged students and teachers... (Gilbert, 2008:1). For the English is as foreign language, in some cases students who learn pronunciation feel uncomfortable to pronounce words. They feel uneasy to produce the sounds which sound different from their language (L1).

Although for others, they sometimes feel unconscious to pronounce English words.

English pronunciation is one of the subjects that the students have to take during their learning period in English education department in STKIP Blitar, especially for those who are in semester III. Many students feel difficult to learn it for some reasons. 1) Students think that they feel confused whether the sound they hear has the same spelling, 2) since between the word and the pronunciation are often different, this can be the barriers in learning, 3) students feel confuse to what standard pronunciation should they follow, 4) when students learn to write English phonetic transcription, only dictionary as a way to check whether their transcription and pronunciation is correct or not so that students cannot learn maximally, 5) students have low achievement score. On the other side, teaching English pronunciation in the classroom does not run effectively enough. Teachers still use the same ways of teaching in which they dominate a class during learning process. If this model is not gradually changed, students will have low classroom involvement because they only own few times to practice to pronounce the words or become lazy to practice to write their transcription. Students who read more do not guarantee that they have good pronunciation because reading English word does not mean that it tells how a word should be pronounced. It means that students have to learn the pronunciation for every word they use.

Since many years, efforts have been develop to create standard ways for transcribing the sounds of speech. They are like ASCII Phonetic Alphabet which is mostly

used for typing in computer and International Phonetic Alphabet (IPA) that has been developed since 1888 (O'Grady and Dobrovolsky, 1989:14). The main purpose is to represent the sounds that human made in a symbol. There are some main features of pronunciation that students have to learn. They are phonemes and Suprasegmental features. Phonemes consist of consonant and vowels. Consonant consists of voiced and unvoiced. Vowels consist of single vowels (short or long) and diphthongs. On the other hand Suprasegmental consists of intonation and stress (word stress and sentence stress). To make it clearer below is table lists English phonemes with an example of a word in which each appears. (Kelly, 2000:2).

Vowels		Diphthongs		Consonants			
i:	bead	eɪ	cake	p	pin	s	sue
ɪ	hit	ɔɪ	toy	b	bin	z	zoo
ʊ	book	aɪ	high	t	to	f	she
u:	food	ɪə	beer	d	do	ʒ	measure
e	left	ʊə	fewer	k	got	h	hello
ə	about	ɛə	where	g	got	m	more
ɜ:	shirt	əʊ	go	tʃ	church	n	no
ɔ:	call	aʊ	house	dʒ	judge	ŋ	sing
æ	hat			f	fan	l	live
ʌ	run			v	van	r	red
ɑ:	far			θ	think	j	yes
ɒ	dog			ð	the	w	wood

Figure 1 : Pairs of consonant (voiced and unvoiced) are thickly outlined.

The boxes containing unvoiced phonemes are shaded.

Teachers need also to explain how the sounds are come about and to study the physiology that allows the students to use those sounds. They need to learn that we speak using the lips, tongue, teeth, hard and soft palates and alveolar ridge. (Kelly, 2000:4) argued that the nasal cavity comes into play for certain sounds, and the movement of the lower jaw is also important.

Moreover he added that articulation happens when the airstream is interrupted, shaped, restricted or diverted. Figure 2 shows the location of the main areas of the head and neck associated with the production of sounds.

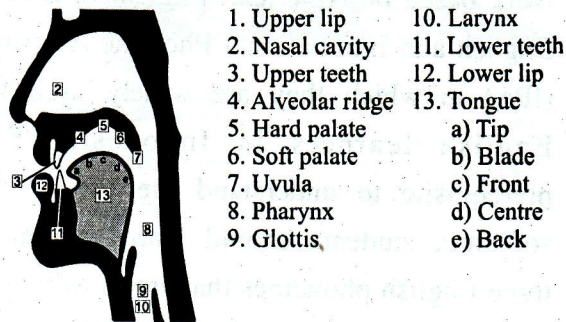


Figure 2 : Location of Sound Productions

Vowels are produced when the airstream is voiced through the vibration of vocal cords in the larynx and then shaped using the tongue and the lips to modify the overall shape of the mouth. The position of the tongue is useful reference point for describing the differences between vowel sounds. The summary of the articulation of vowels can be seen in Figure 3.

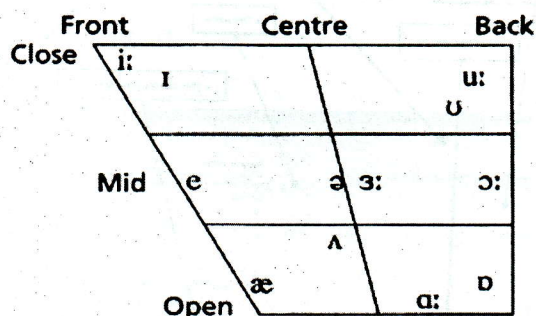


Figure 3 : Articulation of Vowels

The articulation of consonants that consist of manner of articulation and place of articulation are needed to learn to know whether they are voiced or unvoiced. Figure 4 shows the voicing, manner and place of articulation.

		Table of English Consonant Phonemes							
		Place of articulation							
		Front → Back							
Manner of articulation		bilabial	labio-dental	dental	alveolar	palato-alveolar	palatal	velar	glottal
	plosive	p b			t d			k g	
	affricate					tʃ dʒ			
	fricative		f v	θ ð	s z	ʃ ʒ			h
	nasal	m			n			ŋ	
	lateral				l				
approximant		(w)				r	j	w	

(Unvoiced phonemes are on a shaded background. Voiced phonemes are on a white background.)

Figure 4 : Articulation of Consonant

Theoretical Basis

English Pronunciation

Sound is produced when the air is set in motion. Grady and Dobrovolsky, 1989:15). It means that to produce the sound, human should take air into lungs and then expel it during speech. Every language has their own way of pronouncing the words based on the agreement of the people in which the language is derived and used. Many of them have different way of pronouncing the Word due to some reasons. There are some definitions of what so called with pronunciation. First, Web dictionary stated that pronunciation is the manner in which someone utters a word or the way a word or a language is customarily spoken, second, Oxford Advanced Learner's Dictionary stated that pronunciation is the way in which a language or a particular word or sound is pronounced, third, definition given by Concise Oxford English Dictionary stated that it is the way in which a word is pronounced, forth by American Heritage Thesaurus that defined as A person's manner or style of speaking, fifth is from Random House Webster's Dictionary said that this is the act, manner, or result of producing the sounds of speech, including articulation, stress, and intonation and sixth, taken from Random House Webster's Dictionary that argued pronunciation as a phonetic transcription of a given word, sound, etc.

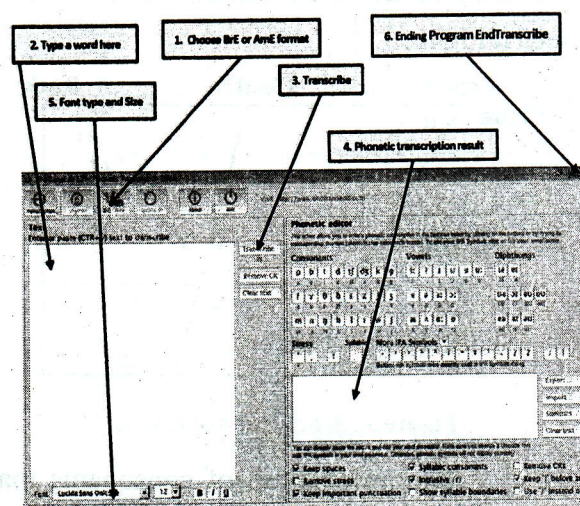
Phonetics Transcription

A phonetic alphabet represents speech in the form of segments or individual speech sounds like [p], [s], or [m]. A transcription intends to represent each distinct speech sound with a separate symbol. To start with the learning of English phonetic transcription, it will be better for the teacher to teach his students to understand minimally three phonemes in English pronunciation. They are vowels, consonants and diphthongs to get good result of learning as shown in Figure 1, 2, 3 and 4.

About PhoTransEdit 1.7

PhoTransEdit applications have been designed by a programmer and student of English from Getafe (Spain). They are based on a database that contains more than 150000 words and their corresponding phonemic transcriptions. (<http://www.photransedit.com/About/Default.aspx>). PhotransEdit 1.7 is a free software that can be downloaded from [photransedit.com](http://www.photransedit.com). This is the development of old version PhoTransEdit 1.6 or bellow with some additional menus. The program is available in two versions. One is off line freeware in which the user can use the software by downloading the software freely from the vendor. The other one is on line freeware in which to use the program, users have to connect with the internet. This application has been designed to help those who work with English phonetic transcriptions. Far from providing perfect automatic transcriptions, PhoTransEdit is aimed at just helping users save their time when writing, publishing or sharing English transcriptions. However, this program seems

to be very useful for English students to improve their pronunciation. Briggs (1970) defines media are physical means which are used to send messages to the students and stimulate them to learn. PhoTransEdit can work based on American English or British English and International Phonetic Alphabet (IPA) in which they are widely used for English learners in Indonesia. The prerequisite to understand the use of the software, students should learn minimally three English phonemes that are mostly used in English pronunciation. They are consonants, vowels and diphthongs. Moreover understanding on stressing symbol is seen to be useful to produce better pronunciation. These two components are also used in PhoTransEdit 1.7 as users can see in phonetic editor worksheet of the program. There are also some other menus such as syllabic, more IPA symbols and font type.



Bellows are the step by step ways to operate the program.

1. Download the program form www.photransedit.com.
2. Install completely and there will appear the PhoTransEdit.exe file as seen in figure 5.

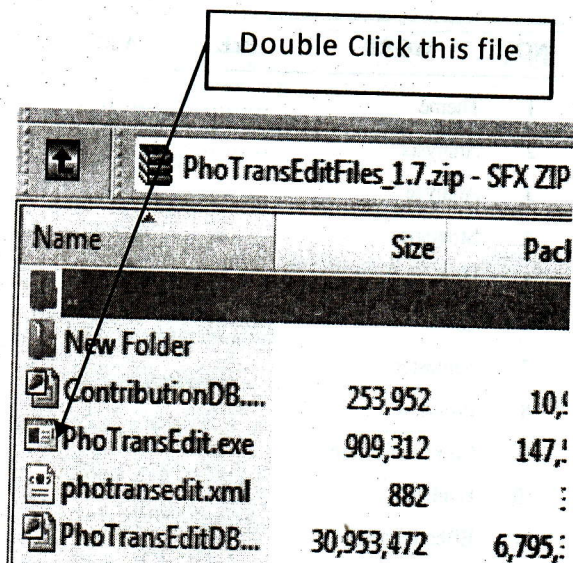


Figure 5 : PhoTransEdit with Extension

3. Double Click the file PhoTranEdit.exe and there will appear worksheet as in.
4. Choose the format of English version "British English or American English" as in box 1.
5. Write a word or group of words or even sentences in worksheet area as shown in box 2.
6. To see the result of transcription, click the "transcribe" menu to change the text to phonetic transcription as in box 3.
7. The result of transcription will appear in "Phonetic editor" as in box 4.
8. To change the font type and size, just click the font type menu as can be seen in box 5. There are only two font types, Lucida Sans Unicode and Arial Unicode MS.
9. Just click (x) on the top right corner to end the program.

The program is seen to be simple and light because of some reasons; 1), for the off line version, the file size is not quite big, users just need 6.63 Mega Bytes for the space in the hardisk, and 2) this can be installed and works well in any Windows version or Macintosh, starting from windows XP, Windows 7 to Windows 8.

METHOD

The research method of this study was classroom action research. This is used as a way of improving teaching and overcoming the dysfunction of theory/practice discourse (Ellis, 1998). This study applies Kemmist and Taggart model, (1998). This model consisted of Planning, Acting, Observing and Reflecting. Some cycles were done if the first cycle failed, and the researcher would continue to the next cycle until the predetermined criteria could be achieved. The subjects of the research were the fourth semester students at the English Department at a College of Teacher Training and Education in Blitar, Indonesia. This design is considered good by some teachers or teacher educators as ways to improve the quality of teaching.

Classroom Activities

Pre-Teaching

1. Introducing to the topic and the learning objectives
2. Brainstorming activities. Asking the students to mention some components needed to learn English pronunciation, such as: Can anybody tell me the English phonemes? Can you pronounce some consonants, vowels and diphthongs? Can anybody tell me some difficult words or terms that are often found thesis? or Have you ever heard the words like procedure, even, event, target, language feature and so on?

Whilst-Teaching

3. Asking students to mention some words dealing with thesis title that they might know before.

4. Showing some examples of difficult words to pronounce found thesis title in the eight semester students' final project.
5. Asking the students to write those words including their phonetic transcriptions individually.
6. Asking the students to write the phonetic transcription in front of the class.
7. Asking the students to read aloud the words' transcription that they have written
8. Asking all the students to pay attention to every word being pronounced while others are checking whenever they find the mistaken pronunciation that do not suit with the phonetic transcription.
9. Using the PhoTransEdit 1.7, teacher gives feedback to what the students have written.
10. Asking the students to write the correct phonetic transcriptions as a result of classroom feedback
11. Finally, with the guide from the teacher, students read aloud the result of phonetic transcriptions again and again.

Post-Teaching

12. Asking students to find other difficult words taken from the thesis title of the upper semester, or
13. For practicing, ask the students to drill the minimal pair, or tongue twisters.
14. Before ending the class, ask the students to copy or download the program so that they can practice their pronunciation at home.

Sample Exercises:

- I. Write the phonetic transcription below!
(The words are mostly found in thesis title for the eight semester Students at English Education Department of STKIP PGRI Blitar).

NO	WORD	BrE	AmE
1	Theme	.....	.....
2	Analysis	.....	.....
3	Analyze	.....	.....
4	Strategies	.....	.....
5	High	.....	.....
6	Grade	.....	.....
7	Semester	.....	.....
8	Program	.....	.....
9	Communication	.....	.....
10	English	.....	.....
11	Effectiveness	.....	.....
12	Enhance	.....	.....
13	Ability	.....	.....
14	Media	.....	.....
15	Audio	.....	.....
16	Through	.....	.....
17	Thesis	.....	.....
18	Contextual	.....	.....
19	Moderator	.....	.....
20	Great	.....	.....
21	Session	.....	.....
22	Candidates	.....	.....
23	Conversation	.....	.....
24	Language	.....	.....
25	Evaluate	.....	.....
26	Multimedia	.....	.....
27	Character	.....	.....
28	Internalize	.....	.....
29	Culture	.....	.....
30	Class	.....	.....
31	Literature	.....	.....
32	Comprehension	.....	.....
33	Questioner	.....	.....
34	Questionnaire	.....	.....
35	Elementary	.....	.....
36	Master	.....	.....
37	Dubbing	.....	.....

NO	WORD	BrE	AmE
38	Film	.....	.....
39	Mechanic	.....	.....
40	Successful	.....	.....
41	Model	.....	.....
42	Competence	.....	.....
43	Argumentative	.....	.....
44	Honorable	.....	.....
45	Parallel	.....	.....
46	Evaluate	.....	.....
47	Encouraging	.....	.....
48	Session	.....	.....
49	Presenter	.....	.....
50	Parallel	.....	.....
51	Participant	.....	.....
52	Introduce	.....	.....
53	During	.....	.....
54	Year	.....	.....
55	Them	.....	.....

II. Write down the phonetic transcriptions of tongue twister bellow!

Phoneme	Spelling	Example
/p/	p	Pen, open, cup
	pp	Apple, cripple, happen

Tongue twister

Peter Piper picked a peck of pickled peppers. Did Peter Piper pick a peck of pickled peppers? If Peter Piper Picked a peck of pickled peppers, Where's the peck of pickled peppers Peter Piper picked?

III. Write down the phonetic transcriptions of Minimal Pairs bellow!

<i>Sheep</i>	.....	<i>Ship</i>	.....
<i>Beat</i>	.....	<i>Bit</i>	.....
<i>chip</i>	.....	<i>Cheap</i>	.....
<i>seed</i>	.....	<i>sit</i>	.....

IV. The examples of phonetic transcriptions from PhoTransEdit 1.7!

a. Last Thursday I met up in Rome with two Italian polyglots. Their names are Luca Lampariello and Luca Toma. (<http://alex-ateachersthoughts.blogspot.it/2012/07/plilt-mit.html> (visited 22-Aug-12))

- *The phonetic transcriptions result from PhoTransEdit.*

/lɑ:st 'θɜ:zdeɪ 'aɪ met ʌp ɪn rəʊm wɪð 'tu: ɪ 'tæljən 'pɒlɪglɒts. ðeə 'neɪmz ə 'lu:kə <lampariello> ənd 'lu:kə 'tɒmə/

b. Luca Lampariello (pictured left) is thirty-two and comes from Rome. On his blog, The Polyglot Dream, we read that he's been learning languages for almost twenty years. Apart from Italian, he speaks English, French, Spanish, German, Dutch, Swedish, Russian, Portuguese, Chinese, and is in the process of "acquiring" (as he calls it) Japanese and Romanian (<http://alex-ateachersthoughts.blogspot.it/2012/07/plilt-mit.html> (visited 22-Aug-12))

- *The phonetic transcriptions result from PhoTransEdit.*

/ 'lu:kə <lampariello> 'pɪktʃəd left s 'θɜ:ti 'tu: ənd kʌmz frəm rəʊm ɒn ɪz 'blɒg, ðə 'pɒlɪglɒt dri:m, wɪ ri:d ðæt hɪz bi:n 'lɜ:nɪŋ 'læŋ ɡ wɪdʒɪz fər 'ɔ:lmeɪst 'twenti 'ʒiəz ə'pɑ:t frəm ɪ'tæljən, hi spi:ks 'ɪŋ ɡ lɪʃ, frentʃ, 'spæɪnɪʃ, 'dʒɜ:mən, dʌtʃ, 'swɪ:dɪʃ, 'rʌʃən, pɔ:tʃu'ɡi:z, tʃaɪ'ni:z, ənd z ɪn ðə 'prəʊses əv ə'kwæɪərɪŋ/əz hi kɔ:lz ɪt/ 'dʒæpə'ni:z ənd rə'meɪnən/

- c. Improving students' ability in writing on procedure text through mind mapping strategy for senior high school students.

- ***The phonetic transcriptions result from PhoTransEdit.***

/ɪm'pru:vɪŋ 'stju:dnts ə'bɪləti in
'raɪtɪŋ ɒn prə'si:dʒə tekst θru: maɪnd
'mæpɪŋ 'strætədʒi fə 'si:nɪə 'haɪ sku:l
'stju:dnts/

CONCLUSION

This study obviously revealed that the PhoTransEdit 1.7 could be used as a media to enhance the students' English pronunciation after several cycles. Each cycle contained 3 meetings of instruction using the software. The application of the program in learning pronunciation could build the students to have more confident because they could write phonetic transcriptions better than before using the software. By using PhoTransedit 1.7 software, the students could also have more chances to write the words and to check the result of phonetic symbol because this program could be run not only on line but also off line. In addition, students feel comfortable with the existence of the software to increase their learning achievement.

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