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Designing English Pronunciation In Speaking Materials For Senior High School Students Through Bandicam Application

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Abstrak

Tujuan dari penelitian ini adalah untuk mengembangkan pelafalan bahasa Inggris dalam model materi berbicara untuk siswa sekolah menengah atas menggunakan aplikasi Bandicam. Penelitian ini menggunakan penelitian pengembangan. Data penelitian ini terdiri dari data kuantitatif dan kualitatif. Sedangkan sumber datanya adalah siswa kelas sepuluh kelas IBB di SMA, guru bahasa Inggris, dan pakar pelafalan bahasa Inggris dalam desain materi berbicara. Teknik pengumpulan data adalah observasi, wawancara, angket, dokumen, dan terfokus pada diskusi kelompok. Penelitian ini mengikuti langkah pengembangan materi yaitu menganalisis data yang ada. Analisis data yang digunakan dalam penelitian ini adalah persentase dalam data kualitatif. Teknik Miles dan Humberman (2014) menggunakan: pemadatan data, penyajian data, dan verifikasi untuk menetapkan keterpercayaan data, penelitian ini menggunakan triangulasi: sumber, metode, dan teori. Hasil dari penelitian ini adalah data pelafalan bahasa Inggris dalam materi berbicara yang digunakan yang berisi tentang isi dari pelafalan bahasa Inggris yang efektif dalam materi berbicara.

Kata Kunci: *Pengembangan, Pengucapan Bahasa Inggris, Materi Berbicara, Aplikasi Bandicam*

Abstract

The objective of this study is to develop the English pronunciation in speaking materials model for senior high school students using Bandicam application. This study uses developmental research. The data of this study consists of quantitative and qualitative data. While the data sources are the tenth grade students of IBB class in senior high school, English teacher, and experts in the English pronunciation in speaking materials design. The technique of collecting data are observation, interview, questionnaire, document, and focused in group discussion. This study follows the step of developing material that is analyzing the existing data. The data analysis used in this study are in qualitative data. Miles and Humberman technique (2014) is used: data condensation, data display, and verification to establish the trustworthiness of the data, this study uses triangulation: source, method, and theory. The result of this study is the existing data of English pronunciation in speaking materials used in the learning.

Keyword: *Designing, English Pronunciation, Speaking Materials, Bandicam Application*

INTRODUCTION

An English teacher should teach English pronunciation in reading with the suitable materials based on the students' needs. It is very important for a Senior High School English teacher to select the materials because they will help both teachers and students to accomplish the goal of study and also to be a good preparation for the students to enter the real workplace. A teacher should be able to adjust the English pronunciation in reading materials to the characteristics or requirements of the English pronunciation in reading materials. According to Rost (2002), there are some characteristics or requirements of a good English pronunciation in reading material especially in Senior High School. They are relevance, authenticity and genuiness, and genre and difficulty.

The English pronunciation in speaking materials are called relevant if they are contextualized to the curriculum which is being used. In other words, they were considered to be relevant if they provided the English pronunciation in speaking materials and activities as stated in the syllabus of Curriculum. Besides, they also have significance to the target students who refer to the Senior High School students. They should be related to the students. In other words, the materials are made according to the students' majors of study. It means that the different majors of study will need different materials of pronunciation in speaking skill.

The next characteristic of English pronunciation in speaking materials is authenticity. Then, the materials are also typically making use of authentic materials to create interest and to provide valid model of language (Richard 2006). Therefore, the suitable materials for Senior High School students are taken from the surroundings, the students'

experiences, and reality.

Furthermore, genuineness is one of the characteristics of English pronunciation in reading materials. Genuineness is new quality of truly being what something is speak to be authenticity.

Then, the characteristics of the English pronunciation in speaking materials for Senior High School students are the genre. A genre is a way of categorising types or classes of literature. In popular usage, genres help us to group or organise literary works into recognisable styles, shared conventions, settings, and themes.

The last characteristics is difficulty. Difficulty is adjustment to the students. In making the adjustments, an English teacher has to know the characteristics and the students' ability, especially the English pronunciation in speaking proficiency.e students to think a little what their understanding is in order to train them to have expectations to the higher level of materials.

In reality, the English pronunciation in speaking materials used by the students in SMA Negeri 1 Merbau especially in class X IBB are still not yet based on characteristics of English pronunciation in speaking materials as called above. They are the relevance, the authenticity and genuiness, and the genre and difficulty. Eventhough, in syllabus of Curriculum 2013 (K-13) which had been revised in 2016 for Senior High School (SMA), especially for the tenth grade students in the second semester, students are expected to be able to master pronunciation in speaking skill which consists of Simple Past and Present Perfect Tense, Recount Text, Narrative Text, and Song. Besides, the English pronunciation in speaking materials used by the students in SMA Negeri 1 Merbau especially in class X IBB still do not use a technology tool as said in syllabus. The English pronunciation in speaking materials used by the Senior High School Students in reality are still not yet based on the characteristics of English pronunciation in speaking materials. The English pronunciation in speaking materials in the second semester of the Tenth Grade Students are still not relevance, the authenticity and genuiness, and the genre and difficulty. The English pronunciation in speaking materials used still focus on the ability of content, low of practice/communicating, and still text book oriented sytem which does not fulfill the students' need and interest and does not fulfill the curriculum 2013 expectations which still not use technology as a media which can be used in using typec system.

Based on the explanation above, the researcher is interested to overcome the students' need in English pronunciation in speaking; it is important to develop appropriate materials based on technology as it is raised in this study entitled designing English pronunciation in speaking materials through Bandicam application, especially in the Tenth

Grade Students of Senior High School because Bandicam has some advantages to develop English pronunciation in speaking materials.

The limitation of this research is designing English pronunciation in speaking materials for Senior High School Students through Bandicam application in the Tenth Grade Students of SMA Negeri 1 Merbau with just the question what is the existing materials used today by the students in learning English pronunciation in speaking skill?

In this research, the researcher is interested in knowing the existing material used by the teacher in teaching English pronunciation in speaking. She also wants to know the students' use of English pronunciation in speaking material for Senior High School.

METHOD RESEARCH

This study is a Research and Development (R & D) study, which aims at designing and producing a finished product that can be used effectively in an education program. The process of this research is to develop designed materials which then categorized as Educational Research and Development (R&D) like ADDIE model. The data used in this research and development are "mixed method" approach that combining qualitative and quantitative methods. But in this case, the reseraarcher just used qualitative methods because the researcher just analyze the existing materials used today by the students in learning English pronunciation in speaking skill.

The following is the steps in designing R&D study by using ADDIE model:

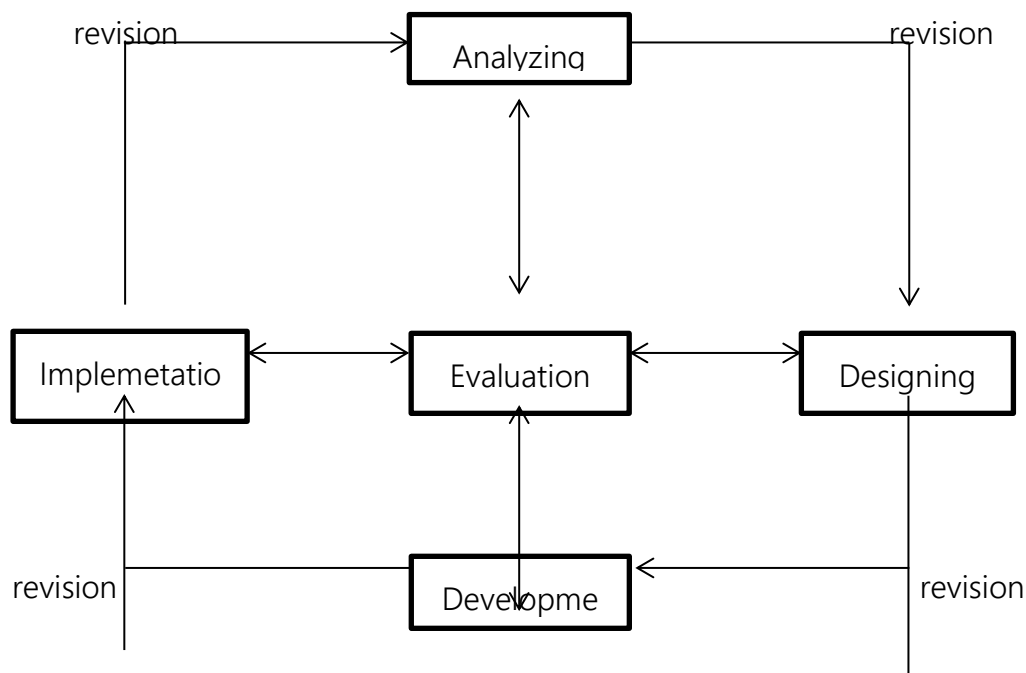


Diagram ADDIE Stages

The researcher just will focus on developing English pronunciation in speaking materials for students of language and culture program (IBB) based on their needs that

are relevant to their field study. While, the data sources of this research consist of tenth-grade students of language and culture program (IBB) which consists of 32 students, an English teacher of language and culture program, experts in the area of education English speaking materials design, and experts in the area of technology during the evaluation of product of English speaking materials.

The instruments of collecting data are observation, questionnaire (closed and open-ended questions scored in percentage), interview, test, and document. The data are analyzed through qualitative ways.

The data collected during the Model Development stage is qualitative. As mentioned before, the qualitative data are obtained from closed and open-ended questions in the questionnaires, from the observation and the interview. The last, those data will be analyzed using descriptive qualitative following the model proposed by Miles and Huberman (2014), that is reducing the collected data and then displaying it before deriving a conclusion.

RESULT AND DISCUSSION

After analyzing the existing English speaking materials named English for SMA/MA/SMK/MAK Class X revised 2017 used by the students in learning English speaking based on its' good characteristics, the researcher finds 1 strength and 4 weaknesses. The 1 strength is genre. While the 4 weaknesses are not relevance, not authenticity, not genuineness, and not difficulty.

The 1 strength is genre. A genre is a way of categorising types or classes of literature. In popular usage, genres help us to group or organise literary works into recognisable styles, shared conventions, settings, and themes. This can be proven by the following data.

Look at the sentences that your partners make for the simple past tense. Ask further questions about the activities he/she is yesterday using what, where, why, when or how. Look at the example below.

Example:

Your classmate dinner with my family last night.

Posiible extended question:

- *What did you eat?*
- *Where did you eat?*
- *When did you finish eating?etc*

(page 105)

This data shows that the English speaking materials used by students today is genre because it is a categorising types of tenses. The kind of class is simple past tense and present perfect tense. It is also supported by the below data.

Read the following dialog. Take turns reading it.

Ami: Riza, look! That heroic monument stands high and strong.

Riza: Hmm... It is a remembrance for us to our heroes' struggle on this country.

Ami: Yeah, many of them became casualties of the war.

Riza: I had an unforgettable experience there.

Ami: Really? What was it?

Riza: When I was in Junior High School held a program called "Keep our city clean and green".

Ami: What did you do?

Riza: My schoolmates, my teachers, and I rallied in the monument area at 6 a.m and began to clean the area around the monument until it's clean and tidy.

Ami: That's a very good program.

Riza: Yes, it was. We also planted some trees around it.

(page 129)

The data above also shows that the English speaking materials used by students today is genre because it is a categorising types of text, that is recount text. The classes of literature is simple past tense. This data is strengthened by the data below:

1. Make groups of 8 members

2. Read the text again. Prepare a simple performance.

3. Each student in the group is cast to be one character in the story.

- *Student A: as Malin Kundang*
- *Student B: as Malin Kundang's wife*
- *Student C: as Malin Kundang's mother*
- *Student D: as merchant*
- *Student E: as one of the ship crew*
- *Student F: as one of the ship crew*
- *Student G: as one of the local people*
- *Student H: as one of the local people*

4. Discuss together the sentences that you will say when performing the Malin Kundang story. (page 178)

The data above also shows that the English speaking materials used by students today is genre because it is a categorising types of text. That is narrative text. It also occurred in every chapter of English speaking materials used by the students today.

Based on the result, it can be concluded that the contents of existing English speaking materials used by the students are genre. It is because they are kinds of categorizing types of tenses, text, and song. This is the strength of the existing English speaking material based on the characteristics of good English speaking materials.

However, there 4 weaknesses in the existing English speaking materials used by the students. They are not relevance, not authenticity, not genuiness, not difficulty.

The English speaking materials are called relevant if they are contextualized to the curriculum which is being used. In other words. They are considered to be relevant if they provided the speaking materials and activities as stated in the syllabus of Curicullum. In fact, relevancy between the materials of English speaking and the curricullum 2013 used in the school still did not have the relation each other. This can be proven by the following data.

Retell the experience of meeting Afgan using your own words. Use the following questions to help you retell.

- 1. Who were onvolved in the event?*
- 2. When and where did the event happen?*
- 3. What were the activities (events) that happened?*

(page 116)

This data shows that the English speaking materials used by students today is not relevance. It is because this data absolutely used in speaking skill did not relevant with the syllabus of curricullum 2013 used in the school. The syllabus of curricullum 2013 tells the teacher and the students to study about recount text of historical place. In fact, the content of existing English materials consists of recount text about figures. The data above is strengthen by the data below:

Talking about someone Who has made a differences. With a partner, find from the internet someone who has made a diffrence (e,g Mother Theresa, Eistein, Habibie, etc). When you have chosen the figure, use tha plan to develop your notes. (page 140)

The data above also shows that the English speaking materials used by students today is not relevance because this data did not relevant with the syllabus of curricullum 2013 used in the school. The syllabus of curricullum 2013 tells the teacher and the students to study about recount text of historical place. However, the content of existing English materials consists of recount text about figures. The data above will be strengthen by the

data below:

Work with a partner to discuss the important events in Cut Nyak Dhien's life. Use these questions to help you make notes. Then, take turns retelling the biography of Cut Nyak Dhien by using your notes.

- 1. Who was Cut Nyak Dhien?*
- 2. Where did she live?*
- 3. Who were her parents?*
- 4. What important events do you remember?*

(page 153)

The data above also shows that the text is about recount text of figures. It means that English speaking materials used by students today is not relevance because this data did not relevant with the syllabus of curriculum 2013 used in the school. The syllabus of curriculum 2013 tells the teacher and the students to study about recount text of historical place.

The second weakness of the existing English speaking materials is not authenticity. It is the suitable of existing English speaking materials should be taken from the surroundings, the students' experiences, and reality. In reality, the existing English speaking materials still have not authenticity for the students. In can be seen as the following data.

"Retell the experience of meeting Afgan using your own words. Use th following questions to help you retell.1. Who were involved in the event? 2. When and where did the event happen? 3. What were the activities (events) that happened?"(p.116)

This data shows that the English speaking materials used by students today is not authentic because this data absolutely used not reality for students. Besides, the order of the data is still in writing skill, not speaking. This data is supported by the data below:

Read the story about Issumboshi again. Talk with a partner about what you would do with the magic hammer if you were the princess. Why would you do so?(page 166)

The data above also shows that the English speaking materials used by students today is not authentic. It because this data absolutely used not reality for students. Forthefore, the students never know about the story of Isoomboshi bacause this story is from Japan's legend, not from students environment. Besides, the order of the data is still in reading skill, not speaking. This data is strengthen by the data below:

Writing a script

Work in group:

- 1. Choose a fragment from Strong Wind or other folktale you love to perform.*

2. Write a scenario and decide who plays what. (page190)

The data above is not authenticity because it is not reality for the students. The students also never never about the legend. In other words, the students are not familiar with the story. Otherwise, it is still included to writing skill, not speaking.

The next weakness of the existing English materials is not genuineness. Genuineness is new quality of truly being what something is said to be authenticity. In the existing English speaking materials, there are still some data which are not genuineness. As said before, genuineness is one of the characteristics of English speaking materials. The data will be shown below:

If I met Afgan/ If I were Afgan

- *If I were the author, what would you do if you met Afgan?*
- *How would you feel?*
- *What would you say to him?*
- *Would you give him something?*
- *What would you give him?*
- *Why would you give him?*
- *What would you expect him to do?*
- *Would you expect him to give you something?*
- *What would expect him to give you?*
- *What if you were Afgan?*
- *What would you do if you met your fans?*
- *How would you feel?*
- *What would you say to them?*
- *Would you give them something?*
- *What would you give them?*
- *Why would you give that to them?*
- *Where do you think you can find a similar text?*

(page 116)

The data above is not genuineness because it is not new something for the students. So, it can not be called authenticity and it is included old materials for students. Besides, the data can be supported by the data below:

Sharing

Tell your partner about the figure you have chosen. Use your notes in the previous task to help you.

- *Who was someone who made a difference?*

- *Where did he/she live?*
- *What did he/she do to contribute to the society?*
- *What is your comment about him/her?*

(page 140)

The data above is also is not genuineness because it does not have the new or can be called as not authenticity. It can be strengthened by the following data.

Pair work

Discuss with your classmate:

- 1. important stages in Strong Wind story*
- 2. discuss whether they have similar story to Strong Wind folktale*

(page 190)

The data above shows that it is not genuineness because it is not categorized as the new materials or can be called as not authenticity.

The last weakness found in the existing English materials used by the students today is not difficulty. Difficulty is adjustment to the students. The adjustments are made in order to achieve the goal of the study, so that an English teacher should provide the suitable materials for the students' need. In the existing English speaking materials, the researcher finds some data which are not difficulty. The following are he dat found by the researcher. *"Retell the experience of meeting Afgan using your own words. Use th following questions to help you retell.1. Who were involved in the event? 2. When and where did the event happen? 3. What were the activities (events) that happened?"(p.116)*

Imagine that you once visited a place. Write the events when you were visiting the place. Use the following chart to help you. Then, take turns telling about your experiences. (page 129)

Talking about someone Who has made a differences.

With a partner, find from the internet someone who has made a diffrence (e.g Mother Theresa, Eistein, Habibie, etc). When you have chosen the figure, use tha plan to develop your notes. (page 140)

Work with a partner to discuss the important events in Cut Nyak Dhien's life. Use these questions to help you make notes. Then, take turns retelling the biography of Cut Nyak Dhien by using your notes.

- 1. Who was Cut Nyak Dhien?*
- 2. Where did she live?*
- 3. Who were her parents?*
- 4. What important events do you remember?*

(page 153)

The data above describe that they are not difficult. In other words, the materials are too many to study by the students in the class, although they are included to the kind of recount text. Consequently, the materials cannot be studied clearly. In conclusion, they are not needed by the students. Then, they can be strengthened by the following data.

Read the story about Issumboshi again. Talk with a partner about what you would do with the magic hammer if you were the princess. Why would you do so? (page 166)

1. Make groups of 8 members

2. Read the text again. Prepare a simple performance.

3. Each student in the group is cast to be one character in the story.

- *Student A: as Malin Kundang*
- *Student B: as Malin Kundang's wife*
- *Student C: as Malin Kundang's mother*
- *Student D: as merchant*
- *Student E: as one of the ship crew*
- *Student F: as one of the ship crew*
- *Student G: as one of the local people*
- *Student H: as one of the local people*

4. Discuss together the sentences that you will say when performing the Malin Kundang story. (page 178)

Pair work

Discuss with your classmate:

1. important stages in Strong Wind story

2. discuss whether they have similar story to Strong Wind folktale

(page 190)

The data above are also show that they are not difficult because they are too many topics studied by the students. They discuss about narrative text and they have the relevance with the syllabus of curriculum 2013, but the topics are too many to discuss.

Besides, all of the materials in the existing English material do not use a media in learning English speaking. It indicates that all the data are not difficult because the students actually need a media in every learning process to make them easy in understanding the material. Eventhough, it was very important to use a media, especially a technology digital in teaching and learning English process in the class as curriculum said.

CONCLUSION

After analyzing the data, the conclusions are drawn as the existing English speaking materials used by the senior high students named English for SMA/MA/SMK/MAK Class X revised 2017 is not effective enough to stimulate and encourage the students' interest in learning English speaking. The students need a digital application as an interesting media which can be motivated and encourage them in learning English speaking.

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