

## THE USE OF CAMBRIDGE DICTIONARY SOFTWARE FOR SUCCESSFUL PRONUNCIATION TEACHING AND LEARNING PROCESS

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### Abstract

*The emergence of digital era bring education was helped by many technological tools. One of the main challenge is how media can be used as a tool for develop teaching and learning process especially in English Foreign Language (EFL). As a non-native speaker Indonesian educators need such media to improve any sub-skill of English it self. Here shows the media that is quite known in higher education for developing pronunciation. Additionally pronunciation becomes an important thing to develop because many sides argue that if someone has good pronunciation so they have good English too. This paper is interest in finding out the empowering CAMBRIDGE ADVANCED LEARNER'S DICTONARY 3 (CALD3) as software that help teacher and student for developing pronunciation of teaching and learning process in Universitas Muhammadiyah Yogyakarta. Additionally, the feature of CALD3 will be analyzed for the data of this paper. The perspective from the students and three lecturers as a qualitative data will be administered as a data. This paper also administer the quantitative data that make this paper is stronger to perform. The data gathered reveals that CALD3 has simplified and purposeful feature for developing pronunciation. Furthermore it is also easy to use and understandable feature for students to allow it. CALD3 should be empowered as a tool that helps teaching and learning process of pronunciation in EFL.*

**Keywords:** *Cambridge Advanced Learner's Dictionary, pronunciation, Teaching and learning process.*

### A. INTRODUCTION

Recently year's technology tools has spread out and it is used for many aspects in human life, especially in education. Many educators use technology for their tool in teaching and learning process. It becomes a new spirit for them by a set of facilities that can develop their teaching in classroom. Then there are many media that were established for develop teaching and learning process, especially English Foreign Language (EFL) in higher education. Pronunciation is an essential component not only of learning a language but also of using that language(Bilash, 2009).

Why pronunciation? Pronunciation is very important on how communication will be run. It is about the ability to use the correct stress, rhythm, and intonation of a word in a spoken language (wikipedia, 2013).It is also necessary for student to feel comfort when they speak English. Beside that pronunciation also cover how student can differ many words that they want to say. For instance, there is a big difference between a **ship** and a **sheep** and a **pear** and a **bear**. So it is needed to know the differences saying of each word in a set goal of communication. The other view shows many sides argue that if someone has good pronunciation so it indicates they have good English too.Good pronunciation comes from a lot of technical knowledge on the part of the teacher about placement of the mouth, etc.(Bilash, 2009). Additionally teacher should teach to their student how to say such word clearly. The affect of what someone says to others is a set of communication that grows from

linguistic knowledge, include pronunciation. From that point this issue brings about that teacher need such media that can help them to teach pronunciation in teaching process. Beside that student also need media for engaging their pronunciation ability.

This paper would like to share software that is quite known in higher education area for creating successful pronunciation teaching and learning process, its CAMBRIDGE ADVANCED LEARNER'S DICTONARY 3 (CALD3). This paper is interest in finding out the empowering of CALD3 as software that help teacher and student for improving pronunciation teaching and learning process in University Muhammadiyah Yogyakarta. This paper will analyze CALD3 and also it will share the benefit that recommended for pronunciation teaching and learning process. This paper also would like to state that CALD3 is good software to assist teacher and student in pronunciation teaching and learning process.

## **B. DISCUSSION**

### **Theory on pronunciation**

To begin with, pronunciation relates how people can understand what other people talking about through their mouth with stress, intonation that express a context. It is also about create communication will run well by good understanding of what the people are saying. There is theory stated, pronunciation is an interesting area because when learning in a classroom context, pronunciation isn't usually a major factor that influences comprehension however, it may be when the learner uses the SL in the community.(Bilash, 2009). As a basic of definition pronunciation is the act or result of producing the sounds of speech, including articulation, stress, and intonation. Additionally according to Bilash (2009) pronunciation is an umbrella term that encompasses the interrelated areas of sounds, phonetic symbols, stress, intonation and rhythm. Good pronunciation comes from a lot of technical knowledge on the part of the teacher about placement of the mouth, etc. So it gives additional that as non native learners who learn pronunciation also need to see the phonetics symbol of such word that they want to say. They are some points that needed to be aware not only learner but also teacher in teaching pronunciation.

### **Theory on teaching and learning pronunciation**

A consideration of learner's pronunciation errors and of how these can inhibit successful communication is a useful basis on which to assess why it is important to deal with pronunciation in the classroom. (Kelly, 2000). From that point, this area expand to what can teachers do in classroom. According to Bilash (2009), this exposure to the teaching and learning can be from the teacher, from films or media clips, songs or audio clips, guest speakers and one's peers. In general, realistic goals surrounding pronunciation are:

- Consistency: the pronunciation should become smooth and natural
- Intelligibility: the pronunciation should be understandable to the listeners
- Communicative efficiency: the pronunciation should help convey the meaning intended by the speaker(Bilash, 2009)

These kinds of goals are make a sense on what an important pronunciation is. Based on the theory above, teachers need to find out the way to teach pronunciation successfully, because when there is lack accuracy of pronunciation, it might be produce misunderstanding in communication. It relates with statement that the inaccurate production of phoneme can lead to misunderstanding (Kelly, 2000). The other view show that when non native speaker learn SLA or foreign language, their ear should be trained, because there are many varieties of English they will listen and they require to attend of it . In addition the similar sound of

English varieties also create big attention in their learning pronunciation. It is needed plenty of repetition, pronunciation practice and ear training (BritishCouncil, 2001). It means learning pronunciation need a repetition practices that teacher can built up in classroom. Beside that pronunciation is taught through intuition and imitation; students imitate a model - the teacher or a recording - and do their best to approximate the model through imitation and repetition (Celce-Murcia, 2011).

Moreover teaching English pronunciation is an area of language teaching that many English teachers avoid. While there are many textbooks and instruction manuals available, as well as books on the theories and methodologies of language teaching there is comparatively little on learning pronunciation.(Vernon, 2006). It is the paradox that becomes a big discussion in pronunciation term. Then Kelly (2000) said that actually language learners are often show considerable enthusiasm in pronunciation. The learners feel it is something that would help them to communicate better. From that point Kelly write in his book '*how to teach pronunciation*' about what are teachers of pronunciation need:

- a. A good surrounding in theoretical knowledge
- b. Practical classroom skill
- c. Access to good ideas for classroom activities(Kelly, 2000)

The other word is teacher should have desire to encourage their discourse and knowledge in what will they say in classroom of pronunciation. Additionally, one of consideration of teaching pronunciation is how student can do activity as their learning of pronunciation. The highly focus technique, such as drilling, broad-reaching (getting student to notice -look out for) particular pronunciation features within listening texts.

### **English Learner's Dictionary**

According to Chan (2005) though learners' dictionaries are more often used for meaning seeking purposes their effectiveness is not just limited to language comprehension but is equally effective for language production. Furthermore learner's dictionaries are at the forefront of lexicographical practice; it is through them that corpora have become standard practice, through them that the most dynamic electronic (Williams, 2011). It means that is great idea to use learner's dictionaries in teaching process. It is equipped the important needs of students in acquiring language as their second language or foreign language. Additionally, CALD 3 is one of type English learners dictionary that has cross referencing to entry for any word in a definition or example sentence and it has feature that perform language production, its pronunciation. Phonemic spellings are considered to listen as a way to learn pronunciation.

### **Methodology**

The methodology of this research is analyze object (CALD3) and qualitative as additional data, hence naturalist and interpretative. It is called naturalist because this paper take the data from participant real life without manipulation of the researcher. Beside that is interpretative because the researcher should interpret the data from the participants' perspective and experience.

The design of the research is a case study. According to Stake in Creswell (2003) in case study, the researcher explores in depth a program, an event, activity and a process. This research took place in English Education Department of Universitas Muhammadiyah Yogyakarta (UMY), Indonesia. The reason why we chose this site was because the setting was accessible to collect the data.

The data were taken from analyzing software that recommended for this research (CALD3) and also the data were taken through the interview ten students and one lecturer at

English Education Department of Universitas Muhammadiyah Yogyakarta. Additionally, the data was analyze and managed into this paper.

## I. FINDING AND DISCUSSION

The use of Cambridge Advanced Learner's Dictionary 3 posed to this research.

### 1. The feature of CALD 3

Word frequency symbol shows that this is an important word to learn.

Click the speaker icons to hear the UK and US pronunciations.

Click the microphone icon to record and play your own pronunciation.

Click a part of speech or a grammar label to see a pop-up description.

Advanced Search and this button to perform custom searches.

Search box: Type the word you want to search for here, then click FIND.

Results list: Results of your search are shown here. Click any word in this list to see its entry in the definitions window.

Click the A-Z and Results tab to switch between the A-Z list and the Results list. See below for additional information about these lists.

Click these buttons to open the dictionary's Exercises, Pictures, and Study pages.

Click these buttons to see additional information about 'cook'.

Words that are commonly used with 'cook' are shown in dark black letters.

Click the SMART thesaurus button to see a list of words related to 'cook'.

1. Word box

2. Sound Icon (red for UK-blue for US)

3. Phonetics

4. Verb endings

5. Common learner errors

6. Extra example

Main page consist of

No	Name	Function
1	Word Box	To search and find the vocabulary that we want
2	Sound Icon	To hear the pronunciation of word (red for UK and blue for US)
3	Phonetic's script	To know phonetics script of a word
4.	Verb Endings	To know the verb in many tenses
5.	Common Learner Errors	To know the grammatical error of sentences
6.	Extra Example	To find the other example of word usage in sentence

b. Advanced Search

It is the first menu of CALD 3. It is use to search a vocabulary based on the category. Everyone who feels difficult to find a certain word, they can use advanced search to find it based on category word that they want. The blank box in the right side will provide the result of vocabulary that we want.

- c. Quickfind  
Quickfind menu provide a box that pose to search a vocabulary.
- d. Superwrite
- e. Exercise

Exercise menu consists of grammar, vocabulary, pictures and exam practice. Moreover each sub menu in exercise also has many varieties that can we choose. Such as grammar there are seven types of grammar (see picture above)

- f. Pictures

In picture menu, learner can choose the vocabulary and see the picture itself. The vocabulary box is arranged based on the alphabet.

- g. Study pages
- h. Options

Options menu consist of sub menu that help us to set the display of CALD 3. Such as font size, sound, and display.

- i. My notes  
Here the user can use my notes to write a note.

- j. My list  
Here the user can make a list of word that user wants. May user require to have own list in some difficult vocabulary, they can use it to make a list. To use it, click “create new list first” (in the left box). This button is used to write a category of word. Then to add a vocabulary click “add to list” (in the right side).

- Strength of Cambridge Advanced Learner’s Dictionary 3

Cambridge Advance Learner’s Dictionary 3rd edition is the portable one, so everyone can use it easily when they want to move from one PC to another PC where they want to learn. The kind of portable also make people are simply to take along. It is also provided in web to download so it is easy to find. In addition, CALD 3 is full color and it make the display of this application is not boring to see. The pronunciation teaching and learning process will be more attractive, and so teacher can be aided to teach than there is not facilities to teach such skill. These kind of desire to use it also grow up the awareness of teacher and also learner to seize on the technology for academic area, especially application-software for engage such skill.

### 1. How to use CALD 3 for helping pronunciation teaching and learning



4. Verb endings 5. Common learner errors

6. Extra example

*How to Use It?*

At the first time, if you do not have such application, you may download in website with keyword "download CALD3". It is also provided by 4share in .rar format, so you may extract file first before use it.

1. Open the application in your computer first. In main page we will find those features and icons directly.
2. Just write the word that you want to hear its pronunciation (or click on the word in the box)
3. To hear the sound of word, click one of trumpet icon (number 3). If you want to hear UK pronunciation, click the red one and for US pronunciation click the blue one.

- **The use of CALD 3 for pronunciation teaching and learning in EED**

1. Up to ten students of English Education Department of Universitas Muhammadiyah Yogyakarta do agree that CALD 3 is very useful for helping pronunciation teaching and learning process. They have ever used it regularly on checking pronunciation and it did work. It means that up to ten student feel enjoy using it as their tool to improve their pronunciation skill. It is because CALD 3 as a electronic learners dictionary provide feature that help student to know the sounds from UK (British and American) as the basis of English itself. It is supported by Chan (2005) that though learners' dictionaries are more often used for meaning seeking purposes their effectiveness is not just limited to language comprehension but is equally effective for language production. The student can hear directly and repeat what they hear from application. Additionally the sounds that produce in CALD 3 is original sound from native speaker US and UK. There is tone and intonation that help student hear sounds the word clearly. Student can hear the stress, intonation and rhythm of the word. Based on Bilash (2009) pronunciation is an umbrella term that encompasses the interrelated areas of sounds, phonetic symbols, stress, intonation and rhythm. So it is strong reason why such application can be recommended for helping pronunciation teaching and learning, especially in higher education

Beside that two lecturer who exert this kind of application in EED give agreement that she was easier to check the correct pronunciation during the course in the class. If there is wrong pronunciation of student during presentation or speak in front of class, lecturer can hold in. This can be lead to give evidence the right pronunciation that they can imitate as their spoken. Absolutely it is also make teacher are stronger to perform their pronunciation as a model. Additionally, teacher can show the correct one in front of class and getting the student to imitate a certain word. It is also based on the theory pronunciation is taught through intuition and imitation; students imitate a model - the teacher or a recording - and do their best to approximate the model through imitation and repetition (Celce-Murcia, 2011). Furthermore for time management in the class teacher take a time to give pronunciation issues to the students during ice breaking at the class or at the end of class. The lecturers use this strategy because EED UMY do not have a pronunciation subject but it is include on all subject itself. Another hand in some university at same major may have pronunciation subject that build alone. CALD 3 can be maximized too, because it

means that there is specific time to give pronunciation issues. CALD 3 also will equip English teacher in Indonesia to grow the habit of correction on their pronunciation and the students itself. In addition two lecturers recommend the using Cambridge Advanced Learner's Dictionary 3 for successful pronunciation teaching and learning process, especially in higher education.

2. Up to ten the students of English Education Department of Universitas Muhammadiyah Yogyakarta said that they are easier to bring this software (CALD 3) from one laptop to another PC by flasdisk and open it when they need it to check their pronunciation CALD 3. Actually, there are many online dictionaries that can be exerted to help teaching and learning pronunciation. But somehow, they cannot be downloading and it is difficult to use if there is no connection to the internet. It becomes strength of CALD 3. Additionally, the comparison of CALD3 and the book dictionary are analyzed in this term. Ten students of EED recommend CALD 3 for helping pronunciation teaching because the feature are very suited with the target of pronunciation itself rather than book dictionary. It is just set aside the phonetics script of word to read by students, but it does not show the sounds. Based on the realistic goals surrounding pronunciation are:

- Consistency: the pronunciation should become smooth and natural
- Intelligibility: the pronunciation should be understandable to the listeners (Bilash, 2009)

They need a sounds that is natural can be imitated besides their lecture pronunciation. In addition CALD 3's sound is very understandable to listen by students.

Furthermore up to ten students also can commence their learning process of pronunciation in outside class beside inside the class. They tend to more attracted when their teachers use it in class and outside class to. Their enthusiasm grows up cope with learning process of pronunciation through CALD. It is related with Kelly (2000) said that actually language learner are often show considerable enthusiasm in pronunciation. Additionally, CALD 3 can be useful for successful teaching and learning pronunciation when teacher can guide student to be aware their pronunciation. Up to ten students also recommend this application as a tool for helping successful pronunciation teaching and learning.

## **C. CONCLUSION**

The aim of this research is to show the using of Cambridge Advanced Learner's Dictionary for successful pronunciation teaching and learning process in Universitas Muhammadiyah Yogyakarta. Beside that the process to use CALD 3 also provide in this paper. The researcher found some points that had explained above. The result shows that CALD 3 is recommended by lecturer of EED because the content brings to the target of pronunciation teaching and learning process. CALD 3 also equip teachers of pronunciation need:

- a. A good surrounding in theoretical knowledge
- b. Practical classroom skill
- c. Access to good ideas for classroom activities(Kelly, 2000)

These kinds are of elements that CALD 3 has to help teacher and student in teaching and learning pronunciation. This dictionary is also recommended by up to ten students of EED as a tool for helping learning of pronunciation. It provides a production of word through sound

that is useful to listen by student. According to Chan (2005) though learners' dictionaries are more often used for meaning seeking purposes their effectiveness is not just limited to language comprehension but is equally effective for language production. This research also found CALD 3 increase the teachers, student's enthusiasm in pronunciation teaching and learning process. The using of CALD 3 also becomes one of way in media use as leverage technology in academic area. As a suggestion, the student should practice more in order they get optimized result of their pronunciation skill. The recommendation of this paper state that CALD 3 is powerful application which have suited feature for successful. Additionally, this paper will be promoted by lecturer so they can aid the student to get their own others strategies to improve speaking skill so they can has good skill in speaking English later.

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