

TEACHING PRONUNCIATION BY USING GAMES AND AUDIO VISUAL MEDIA

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Abstract

Pronunciation is important in English as communication purpose because, if we mispronounce a word, it will lead into misunderstanding. Pronunciation is how the way we pronounce the word. Unfortunately, some English learners think that basic vocabulary and grammar are enough for communicative with English native speaker, but they are wrong. We need to pronounce well so people can understand what we are talking about. Audio visual media is one of media that can be used as the tool in learning and teaching process, but it is not enough to make the students interest in class, teacher need something special here. One of the way that teacher can use is game. There are so many kinds of games and teacher can combine it with audio visual media. This combination can create an interactive class. This article is about Teaching Pronunciation by Using Games and Audio Visual Media, to know how to used games and audio visual media then combine it in learning. It is important because by using games and audio visual media in fact are able to create fun and relax situation of the students in learning process, the students more able to answer teacher's questions and more active to give suggestion to the teacher. They will not refuse to read dialogue in front of the class, cheerful, pay attention to the learning, and active during the teaching and learning process.

Keywords: *Teaching Pronunciation, Games, Audio Visual Media.*

1. INTRODUCTION

Language is the basic skill that is needed for real communication among people. By using language, we are able to express our ideas and feeling. In Indonesia, English learned by the students as a foreign language. English must be taught as early as possible because it is a compulsory subject from kindergarten until the university. Especially with pronunciation, the students are expected to be able to mastery in listening, speaking, reading, and writing.

Pronunciation is important form of communication, wrong pronounce can make the mistake of words' meaning. Most of the students have difficulties in learning pronunciation, they feel bore and lazy to learn it. They also afraid of making mistake when they pronounced the words and they still passive in the classroom. It makes students achievement in learning English low.

At school, students are lack of pronunciation while Nurhayati (2008), states that the pronunciation means knowledge of knowing to produce word which is very essential in oral communication. When speakers mispronounce some words or phrases, people can be misunderstanding. To reduce it, the teacher must equip the learner with English certain degree accuracy and fluency in understanding, responding and in expressing himself in the language in speech in other the learners communicatively in using the language. In pronunciation, there are vowels and consonant.

According to Paulette Dalle and Lillian Pom (2005:4) says that“vowel is speech sound produced with vibrating vocal cord and a continuous unrestricted flow of air coming from the mouth”. The most well-known vowels in English are: A, E, I,O, U.

The most important part of learning a second language rests on pronunciation, Celce-Murcia, Brinton, & Goodwin (1996:23). There is no doubt that we set about pronunciation to learn the foreign language, then we learn speaking, reading, writing and we finally reap the benefits and have access to the second language. English pronunciation focuses on specific

stressed words while quickly gliding over the other, non-stressed, words. So the writer believes pronunciation to be crucially important for the whole of the learning process.

If they didn't know how to pronounce each word or sentence in the right way, this was sure to lead to a failure of communication.

The first factor is the students. Most of the students' admit that:

1. English is difficult because it is not their own language. The difference between the writing and pronunciation of the words make the students are confused.
2. They are afraid of making mistakes.
3. They feel ashamed because their friends sometimes laugh at them when they try to practice it.
4. The subject is not delivered interestingly.
5. They find difficulties in practicing it because there are limited opportunities and place to do it.

The second factor is the teacher. Sometimes English teachers find the difficulty to determine the appropriate method in teaching English to motivate and attract pupils' interest in learning English.

In relation to the language teaching, there are some ways that can be used to motivate the students in learning English. English teacher can use some possible and successful media, strategies, approach, or methods for the classroom activities such as audio, audio visual, game, picture, etc. For the students, learning English as a foreign language is not easy.

One of the effective media in teaching pronunciation is by using audio media. Audio media has very significant roles to motivate the students to learn pronunciation. Those ways of teaching and learning will not make students bored. But it is not enough. Audio visual media is very kind of usual in daily class. In this article, teacher can combine it with something interesting, something fun. If we talk about something fun, it must be relate with "games". Games provide language teachers with many advantages when they are used in classroom. One of these advantages is that learners are motivated to learn the language when they are in a game. McCallum (1980:9) emphasizes this point by suggesting that "games automatically stimulate student interest, a properly introduced game can be one of the highest motivating techniques." Avedon (1971; Quoted in Deesri, 2002:2) further argues that "game spur motivation and students get very absorbed in the competitive aspects of the games; moreover, they try harder at games than in other courses". In other words, games stimulate students' interest in classroom activities and as a result, students become motivated and willing to learn. In this article, we will discuss about how to combine games and audio visual media.

2. REVIEW OF RELATED THEORIES

a. Definition Of Teaching

- Teach
- The act or business of instructing; also, that which is taught; instruction.
- the activities of educating or instructing or teaching; activities that impart knowledge or skill
- the profession of a teacher; "he prepared for teaching while still in college"; "pedagogy is recognized as an important profession"
- "teaching is the process of carrying out those activities that experience has shown to be effective in getting students to learn"
- (<http://ardictionary.com/Teaching/1174>)

b. Pronunciation

Definition of Pronunciation

In many English language classrooms, teaching pronunciation is granted the least attention, because there are many students who have not been able to pronounce English vowels properly. There are many definition of pronunciation, Nordiques (2003) States that "Pronunciation is the act or manner of speaking a word. For a variety of reasons, many words in English are not

pronounced the way they are spelled, and some sounds can be created by more than one combination of letters”.

Goodwin (2006:117) states that pronunciation is the language feature that most readily identifies speakers as non-native. Since it can identify us as non-native, we do not need to pronounce like the way native speakers do. However, we need to be minimally intelligible while speaking. She added that when we find students that find difficulty in speaking, we as teachers need to assist them through improving their pronunciation. Seidlhofer (1995) as cited in Celce-Murcia (2006:117) says “Pronunciation is never an end in itself but a means of negotiating meaning in discourse, embedded in a specific socio cultural and interpersonal contexts.” Producing sentences will have different meaning related to the way people pronounce sentences. Indeed, pronunciation needs to be taught to students.

According to Lado (1964:70), pronunciation is the use of a sound system in speaking and listening. Here, pronunciation is merely treated as the act that happens in speaking and listening. Pronunciation is the act or manner of pronouncing words, utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood.

Pronunciation is the production of sound by using our speech organs for communication. According to Mahuda M. and Endang Sri. S (2011:1) says that “Pronunciation is the production of speech sound for communication”. English pronunciation has problem also, for example a native speaker of English most often have to grapple with the spelling system of the language as writer, words whose meaning and pronunciation are well-known have to be written down, and it is this situation that native speakers become very conscious of the intricacies of the English spelling system. Only occasionally do we have attempted to write an unknown word. With non-native learners of English the predominant problem is usually how to pronounce an unknown word in a written text. According to Kenworthy Joanne, et.al (2002:97) says that “The English spelling system is rich in both regularities and irregularities which present problems to non-native learners (and to English-speaking children learning to write their language)”.

General observation suggests that it is those who start to learn English after their school years are most likely to have serious difficulties in acquiring intelligible pronunciation, with the degree of difficulty increasing markedly with age.

Factors that Effect pronunciation learning

Many students have difficulty in pronunciation of the English Language, most likely due to many factors and specific effects that many students became difficult in pronunciation. There are several factors and the effect on student learning pronunciation is among them.

According to Joanne Kenworthy (2002: 4) factors that affect pronunciation learning as follow:

1. The native language: the native language is an important factor in learning to pronounce.
2. The age factor: someone pronounces a second language like a native speaker; they probably started learning it as a child.
3. Amount of exposure: it is tempting to view this simply as a matter of whether the learner is living in English – speaking country or not.
4. Phonetic ability: it is commonly view that some people have a „better ear“ for foreign languages than others. This skill has been variously termed aptitude for oral mimicry „phonetic coding ability“ or auditory discrimination ability.
5. Attitude and identity: it has been claimed that factors such as a person „sense of identity“ and feelings of group affiliation are strong determiners of the acquisition of accurate pronunciation of a foreign language.

Motivation and concern for good pronunciation some learners seem to be concerned about their pronunciation than others.

Aspect of Pronunciation

According to Joanne Ken worthy (2002: 9) the aspects of pronunciation are:

1. Combinations of sounds: sometimes sounds occur in groups, two consonants occur at the end of the word „salt,. When this happens within a word it is called a *consonant cluster*.
2. Linkage sounds: when English people speak generally do not pause between each word, but move smoothly from one word to the next.
3. Word stress: when an English word has more than one syllable (a „polysyllabic“ word) one of these is made to stand out more than the other(s).
4. Rhythm: English speech resembles music in that it has a beat.
5. Weak forms: when a word with only one syllable is unstressed in a sentence, its pronunciation is often quite different from when it is stressed.
6. Sentences stress: So far we have been able to say a lot about the pronunciation of our sentence just by looking at it by itself, but to go any further we must put it into a conversational context, for example:
A: there is plenty of salt.
B: ther is not any salt on the table.
Speaker often decide that they want to give more or less prominence to a particular word.
7. Intonation: Speech also likes music in that it uses changes in pitch; speakers can change the pitch of their voice as they speak, making in higher or lower in pitch at will.
From the statements above that the voice has a different character. Moreover, when we speak English it would sound with a kind word to follow what the Word.

c. Teaching Pronunciation

According to Kelly (2000:13), a lot of pronunciation teaching tends to be done in response to errors which students make in the classroom. It seems that the teaching is not planned before. He adds that the fact that pronunciation tends to suffer from neglect may not be due to teachers lacking interest in the subject but rather to a feeling of doubt as to how to teach it. However, to make students able to speak fluently and their pronunciation achieve what the experts call as minimally intelligible, pronunciation instruction needs to be promoted to students. Moreover, in the standard of competence and basic competences of SMP students grade VII states that students need to master linguistic competences including pronunciation. It can be one of basic things that students need to master since pronunciation plays an important role in language teaching.

d. Games

Games are student-focused activities requiring active involvement of learners. In Crookall's (1990) opinion, learners and teachers change their roles and relations through games and learners are encouraged to take an active role in their learning process. As a result, games provide learners with a chance to direct their own learning. From an instructional viewpoint, creating a meaningful context for language use is another advantage that games present. By using games, teachers can create contexts which enable unconscious learning because learners' attention is on the message, not on the language. Therefore, when they completely focus on a game as an activity, students acquire language in the same way that they acquire their mother tongue, that is, without being aware of it, Cross (2000:153).

Games bring real-life situations to the confinement of the classroom which provides learners with an opportunity to use the language. Celce-Murcia (1979:54) argues that “in games, language use takes precedence over language practice, and in this sense games help bring the classroom to the real world, no matter how contrived they may be.” To state this differently, by putting learners in real life situations, games make a connection with the real usage of language.

There are many advantages of games such as the fact that they

1. Focus students' attention on specific structures, grammatical patterns, and vocabulary items.
2. Can function as reinforcement, review and enrichment.

3. Involve equal participation from both slow and fast learners.
4. Can be adjusted to suit the individual age and language level of the students.
5. Contribute to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in a non-stressful situation.
6. Can be used in any language teaching situations and with all skill areas (reading, writing, speaking or listening).
7. Provide immediate feedback for the teacher.
8. Ensure maximum student participation for a minimum of teacher preparation.

Kinds of Games

Teachers should be careful about choosing games if they want to make them advantageous. First of all, the teachers should decide on the purpose of a game. A game may seem appropriate and useful.

However, when its value is considered from the viewpoint of foreign language teaching, it may have little or no purpose. Nedomová (2007: 19) underlines the fact that we “should consider whether the game-like activity is for children only to make the lesson more attractive and protect them from being bored or whether we tend to revise and practice some particular part of grammar, vocabulary, etc.” when they choose a game.

Considering the level of the game is equally important while choosing games. Teachers must decide whether the level of the game fits students’ language level because a game may become difficult when it is beyond the learners’ level or it may become boring when learners find it too easy to carry on. When a game’s value in grammar teaching is considered, teachers tend to use them for practice or to reinforce a specific grammatical aspect of language only if a game is suitable for learners’ level so that the grammatical knowledge can be used easily as they are playing the game.

Teachers should be well aware of their roles while using games in their classes. Since it is rather difficult to find a game that meets all the needs of the learners, careful preparation of the teacher is necessary. McCallum (1980: 10) suggests that the teachers should organize the game before the instruction. The teacher may need some extra equipment or material to play the game and most of the time these equipment and materials are not available in the classroom. Before explaining the rules to the class, the teachers should first understand how the game is played. Especially when working with children, the teachers should always be prepared to adapt the game to the given class. After choosing the game, the teachers should explain its rules to the learners in a direct and non-complicated way. Especially for young learners, it may be necessary to use the mother tongue because if these learners cannot understand how to play the game, there is no educational purpose in playing it. Therefore, demonstrations may be beneficial because they can help young learners understand the rules clearly and easily. Moreover, the teacher is not recommended to interrupt a game to correct the mistakes of young learners. According to Celce-Murcia (1979: 54), “interruptions should be as infrequent as possible so as not to detract from the student’s interest in the game. An alternative to immediate correction is to make a note of errors and discuss them when the game is over”. In other words, sudden interruptions may distract learners’ attention, it is better to wait until the game is over to discuss and correct the mistakes of the learners. In addition, appropriate class organization increases the success of a game. Many games require the class to be divided into groups or pairs. This gives the teacher a chance to monitor the activity of the learners while they are playing the game. McCallum (1980: 12) asserts that learners should be in the same team during the year because it both saves the teacher’s time and helps learners develop team spirit that promotes exchange of ideas among themselves. Pair work is also beneficial as it develops learners’ communication skills. In short, dividing the class into pairs and groups enables learners to improve their language and communication skills while promoting competition among the teams or pairs. As such, the teacher may find more time to focus on students’ language development.

e. Media

According to Yudhi Munadi (2013: 6) the word 'media' comes from Latin language namely 'medius', literally 'middle', 'introductory' or 'intermediate'. Because of the position in the center, it is also could be called as an introductory or conjunction, which is delivering or connecting something from one side to the other side. Thus, the purpose of the use media in learning process is to make learning process effective and efficient.

According to Wright (1976:1) many media and many styles of visual presentation are useful to the language learner. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place.

f. Audio Visual Media

According to Yudhi Munadi (2013: 56) audio-visual media is media that involves the senses of hearing and vision at the same time in one process.

According to Yudhi Munadi (2013: 113) the audio visual media can be divided into two types. The first type, equipped with sound and image equipment functions in a single unit, called pure audio visual media, such as movies, television and video. The second kind is not purely audio visual media that what we are familiar with slides, opaque, OHP and other visual equipment when given the sound elements of the recording tapes are used simultaneously in one time or the learning process.

In teaching English foreign language for primary students is not easy. The teachers should provide pleasant atmosphere to invite the motivation and interest of the students. The motivation and interest of students are very important in learning achievement. That is why we need motivational and interesting media in teaching English.

According to Hemei (1997:45). Students like it because video presentations are interesting, challenging, and stimulating to watch. Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Another important factor for teachers that makes it more interesting and enjoyable is that it helps to promote comprehension.

One of the first things that students should know in learning English is pronunciation. Knowing its pronunciation will also cover the knowing of its spelling, stressing and how to speak correctly and fluently in communication.

Using audio visual will help students to learn English pronunciation easily and enjoying it. The students not only hear the sound but also see some interesting sights simultaneously. Teacher can use many kinds of audio visual to teach students in the class; such as MP3, Video Cassette, Cassette Recorder, Computer Program, Audio Book, or the teacher him/herself.

3. DISCUSSION

Pronunciation instruction can be adjusted according to what level our learners belong to. One of the aims that students need to achieve is that they are able to develop the communication ability in form of spoken and written forms so that they can achieve functional level. Functional level means that students need to be able to overcome daily problems. The language that is used for that matter is not so complicated. It is considered to be simple. So, what teachers need to promote in pronunciation instruction is simple or basic activities for pronunciation.

In relation to the language teaching, there are some ways that can be used to motivate the students in learning Pronunciation. English teacher can use some possible and successful media, strategies, approach, or methods for the classroom activities such as audio, audio visual, game, picture, etc. For the students, learning English as a foreign language is not easy.

Using audio visual media has old and sometimes not work; now teacher can combine more than one way in teaching pronunciation. Add another activity. Ask the students watch the audio visual media such as a movie then make the games base on the movie will very affective. The class will active, the students will happy and automatically the teaching and learning will achieve a good goal.

Using audio visual will help students to learn English pronunciation easily and enjoying it. The students not only hear the sound but also see some interesting sights simultaneously. Teacher can use many kinds of audio visual to teach students in the class; such as MP3, Video Cassette, Cassette Recorder, Computer Program, Audio Book, or the teacher him/herself.

After use the audio visual such as movie, MP3, Video Cassette, Cassette Recorder, Computer Program, Audio Book, or the teacher him/herself, teacher can create the games. There are some top games that can be used as the combine of audio visual media, (<http://edition.tefl.net/ideas/pronunciation/top-fun-pronunciation-games/>), they are:

1. Shadow reading

Students try to speak at exactly the same speed and rhythm as the CD, then try one more time with the sound turned down in the middle of the recording to see if they are still in time when the sound is turned back up.

2. Syllables snap

Students take turns turning over cards with words written on them from their packs. If the two words have the same number of syllables, the first person to say “Snap” and/ or slap their hands down on the cards wins all the cards that have been turned over so far. The person with most cards at the end of the game is the winner. This also works with vowel sounds in one syllable words and word stress.

3. Word stress pellmanism

Pellmanism (= pairs/ memory game) can be played after watch the movie, use the cards as Snap, write the cards with the words that used in the movie, but is a slower game. All the cards are spread face down on the table and students take turns trying to find matching pairs of cards by which syllable is stressed. This is easier if all of the words have the same number of syllables. This game can also be played with students matching by vowel sounds or number of syllables.

4. The yes?! Game

Students try to give as many different feelings and meanings to one word or sentence as they can by varying the stress and intonation that they has watched in the movie. The other students guess what feeling they were trying to convey.

5. Yes. Yes! YES!

Similar to The Yes?! Game, students compete to say a word or sentence in the most extreme way they can, e.g. they take turns being as angry as possible and the angriest person wins.

6. Sounds brainstorming board race

Ask the students to watch the movie or listen the audio, then make teams of students. Every team tries to write as many words with the sound they have been listened on the board as quickly as possible. Each team member can only write one word before they pass the pen onto someone else, but they can prompt each other. This also works for number of syllables and word stress.

7. Minimal pairs stations

Teacher play the audio, ask the students to hear it carefully, then students show which of two words they think they have heard by racing to touch one of the things that the teacher or class decided will be used to represent that thing, e.g. the table for /l/ or the chair for /r/. More active classes can run and touch things like the door and the window, while shy classes can just raise their right and left hands.

8. Sounds same or different

In this variation on Minimal Pairs Stations, rather than indicating which sound they hear, students indicate if they think two words they hear from the cassette have the same or different pronunciation. This is good for homophones as well as minimal pairs. The easiest way to explain the task is to give students pieces of paper with “Same” and “Different” written on for them to hold up or race to slap.

9. Sounds same or different pair work

Teacher can add lots more speaking practice, both controlled pronunciation practice and free conversation, to Sounds Same or Different by giving students worksheets with the words you want them to compare highlighted on Student A and Student B sheets. First they hear just the word to decide if the pronunciation is the same or not, then they hear out their different sentences to see if the context gives them any more clues. When they have finished, they can spell the words out to each other and then look at each other's sheets.

10. Tell me when I'm odd

In this variation of Sounds Same or Different, students listen to a whole string of words with the same sound (e.g. the same vowel sound) and race to indicate the first word they hear that is different.

11. Silently mouthing

Play the movie without any sound. Ask the students to identify the word or sentence that the actors in the movie are mouthing silently. This is good for awareness of mouth position for English sounds.

12. Sounds puzzle

Play the short movie, and create the puzzle base on it. Here the teacher must creative. Teacher can get the logical parts of their brain working during pronunciation practice by hiding the sounds of the movie that make up a word that is the answer to the puzzle. Students find the sounds in common in each pair of words, put all the sounds together (mixed up or in order) and write the word they make.

13. Pronunciation maze

This game also allows them to use a little bit of logical problem solving to help with a pronunciation task. In a grid, write a string of words with a common sound, e.g. the same vowel sound, between the top left corner and the bottom right corner. In all the other squares, write in words that people might think have the same sound but don't. Students then have to get from the starting point to the end by the right route. After they have finished, drill the words on the right route, and then all the surrounding ones with different sounds.

14. Common pron pictures

Students draw lines between the pairs of words that share the same sound on their sheet, and see what kind of picture is made by those lines. This can take a lot of preparation, but is easier if you just have the thing they draw as a letter of the alphabet, usually an upper case one as there are more straight lines.

15. No sounds listening comprehension

Students try to identify which sentence in a dialogue the teacher or a student has chosen without them using any English sounds. This can be done by waving your arms around to show sentence stress or intonation, or beating out the rhythm on the sentence on the table or your palm.

There are many advantages of teaching pronunciation by using games and audio visual media at the combine, they are:

1. Focus students' attention on specific pronounces.
2. Can function as reinforcement, review and enrichment.
3. Involve equal participation from both slow and fast learners.
4. Can be adjusted to suit the individual age and language level of the students.
5. Contribute to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in a non-stressful situation.
6. Can be used in any language teaching situations and with all skill areas (reading, writing, speaking or listening).
7. Provide immediate feedback for the teacher.
8. Ensure maximum student participation for a minimum of teacher preparation.

4. CONCLUSION

Teaching pronunciation by using audio visual media improve the students effectiveness in pronunciation. This method can encourage their learning process, especially in learning pronunciation. So, they are more interested in learning English. But, we also can combine it with the games. So after teacher played the audio visual, make it into the games.

Here, teacher must creative, how to choose a good game, create the games that suitable with the audio visual that used. Using games and audio visual media in fact are able to create fun and relax situation of the students in learning process, the students more able to answer teacher's questions and more active to give suggestion to the teacher. They will not refuse to read dialogue in front of the class, cheerful, pay attention to the learning, and active during the teaching and learning process.

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