THE SOPHOMORES' PERCEPTION ON THE PRONUNCIATION PRACTICE COURSE

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---**ABSTRACT**---

This paper aims at describing the 15 sophomore's perception on the pronunciation practice at STKIP Paracendekia NW Sumbawa. The research adopts qualitative method with descriptive method. To obtain data, questionnaires, pronunciation test, and observation are applied. Twelve items of closed-ended questions are distributed to the participants. The study reveals that the participants encounter difficulty in pronunciation practice since their lack of phonetics ability. Specifically, they consider vowel sounds more difficult to practice than the consonant ones. Besides, the phonemes /3/and /ɒ/ are found to be the most difficult vowel sounds to practice whereas the phonemes /ʧ/ and /ð/ are the most difficult consonant ones. Meanwhile, their common techniques used during learning the course as well as the lecture's method are considered helpful even though some more development is required. Furthermore, the sophomores are expected to increase their frequency of use of a standardized-IPA (International Phonetics Association)-dictionary and focus on a certain English variant.

Keywords – *perception, pronunciation, practice*

I. INTRODUCTION

Speaking proficiency is one of the productive skills that learners gain in addition to reading and writing proficiency. It is in line with a quotation from Richards & Renandya (2002), "A large percentage of the world's language learners study English, in order to develop proficiency in speaking" (p. 201). However, the ability of English use should be aimed at successful communication (Kam, 2004, p.8). The speaking should not be considered as producing a language, but also the communication so that some messages conveyed are understood by an interlocutor.

Morley (1999) considers that it is precisely the pronunciation that plays an important role in the ability to communicate so that it can be said that good pronunciation ability can improve people's communicative competence instead of grammar and vocabulary mastery. Without the sufficient skill of the English pronunciation, do still people understand the messages they each other talk about? Surely, the messages can be conveyed if their interlocutors have a certain strategy in order to find out audibly-absurd

sounds. This interferes with the effectiveness of the ongoing communication. To be effective in the communication, the messages should be conveyed clearly and understood by the interlocutors (Brown & Yule, 1983, p.13).The effective communication involves English speaking proficiency with some supporting aspects beside fluency. One of the supporting aspects is the pronunciation. Albeit the English learners speak English very fluently, unless they pronounce the words appropriately, the meanings can vary and hence those lead to misinterpretation of the messages delivered.

However, according to Krakowian (2000), native-like pronunciation is not the main goal of teachers and learners, thus, the teachers do not need to spend much time to achieve the best results from the pronunciation, and the learners focus on other English areas such as vocabulary and grammar. What the learners want is the ability to convey their messages as much as possible to their interlocutors instead of sharpening the pronunciation capabilities like the native speakers.

Phonology and phonetics rules should be mastered by an English teacher in order to be able to teach the principles in the rules into the use of English as foreign language (Derwing, et.al., 1998). As the prospective English teachers who will graduate from a high school majoring in English language education, the sophomores of STKIP (Sekolah Tinggi Kejuruan dan Ilmu Pendidikan) Paracendekia NW Sumbawa have to perform their great competence in English. They should master pronunciation as well. How a teacher can train his/her students well if his/her pronunciation skill is not sufficient. Consequently, improving their students' competence in pronunciation will never bear good results. Despite great mastery in grammar, writing, and vocabulary; during conversing, the improper pronunciation can indicate how low the competence the English teacher has.

Identifying the problems encountered during teaching pronunciation practice course should be conducted in order to seek out the best solution for increasing the quality of English education at STKIP Paracendekia NW Sumbawa, where the researcher of this study works as the teacher of the pronunciation practice course for the sophomores. According to Pennington (1996, p.221), "Those who wish to function well in the target culture will need to aim to master those aspects of pronunciation that define a person's attitude, mood, orientation to the audience and to the topic, and other basic characteristics of the speaker's personal, social and cultural orientation". The problems related to facilities availability such as laboratories, supporting dictionaries with IPA (International Phonetics Association) standard, methods and techniques of teaching and learning can be other factors contributing to the students' unsuccessful learning of the pronunciation practice.

With respect to the geographical factor, being far from urban areas could contribute to the unsuccessful pronunciation practice. Lack of facilities such as a language laboratory fulfilled with sophisticated audio set is an example. The students are highly difficult to learn the difference of sounds among other similar sounds thoroughly without using a headset. Furthermore, the teacher finds it difficult to identify the weaknesses of students in terms of pronunciation without having the audio set. The manner of articulation of English sounds can be accessed via internet and modern gadgets with the availability of some online dictionaries. Those dictionaries are facilitated with the phonetic symbols and the audio of pronunciation. However, not all students have modern gadgets like android to access them.

The choice of certain English dictionary is very important as well in terms of the successful pronunciation practice. The great number of dictionaries distributed in a community could make the students confused. Various symbols of phonetics are provided differently in spite of same aim at producing the appropriate pronunciation. This will affect the effectiveness of learning. Furthermore, some other factors related to the pronunciation practice mastery can be identified such as the students' learning methods and techniques as well as their L1 phonetic system influences. With respect to the L1, Best (1995) states that the phonetic patterns in L1 can automatically affect the English pronunciation.

In addition, the existence of British and American English variants is undeniable on English pedagogy. The British and American English variants are used as the standardized pronunciation of English. It should not be necessary to ask which one is better to be used in the pronunciation practice. Pronouncing [book] as / b ʊ k / in the British English variant is conducted by overlapping the phonemes of /u/ and /o/ simultaneously. In contrast, in the American English variant, it is pronounced /buk/ without the phoneme of /o/. When the English users apply one of these two languages variants, of course, the professional listeners can guess which accent they actually use. However, it is not standardized when the word [book] is pronounced with accent

beyond the both variants of English which are familiar to be used in the world. For instance, /bok/ is pronounced without any element of sound /u/ concordantly. Hence, whether this could be the factor causing the difficulty of learning pronunciation practice for the students should be studied in further research.

The overall factors explained above can be used as the foundation of improving the quality of English education at STKIP Paracendekia NW Sumbawa from where the prospective English teachers in Sumbawa regency gain knowledge of the English pedagogy. All of these factors are related to the current condition of the students who are involved in some limitedly-supporting facilities of learning. Nevertheless, they still have to learn as much as possible to meet the applicable curriculum targets.

The research of factors contributing to the students' unsuccessful learning of pronunciation practice in Sumbawa regency has never been done. Some factors related to the problem undergone by the students are interested to study. Thus, this paper identifies the factors contributing to the successful pronunciation practice, which factor is the most dominant, and which English sounds are the most difficult to practice?

II. LITERATURE REVIEW

With respect to the English pronunciation, there are 12 vowel sound variants beyond the diphthongs in the language. Each sound is affected by position of tongue tip that touches the parts of human's oral cavity. In addition, the sound is influenced by formation of lips rounding whether it is open, half-open, closed and half-closed. The vowel sound variants in English have very slight difference. Furthermore, the differences can actually affect the meaning of the words. For instance, the word [bitch] is pronounced / bɪtʃ / and [beach] is pronounced / biːtʃ /. Both of the words differ only in the vowel sounds. The former is pronounced with lax sound and the latter is with tense one. When someone mispronounces the word, the listeners could misinterpret the sentences between [I love the beach] and [I love the bitch]. Other examples are [clever] and [cleaver] which are pronounced /clevər/ and cleaver /kliːvər/ respectively. Both words differ between vowel sound of [e] and [i] even though they are pronounced same with schwa / ə / for the last vowel sound.

McMahon (2002) divides a manner of articulation into 3 main parts, i.e. stops, fricatives, and approximants. Firstly, the stop sounds are indicated by the build-up of airflow from the lung to the oral cavity and then releasing it immediately during a short period as well as creating some plosive sounds. The examples of stop sounds are the phonemes /p/, /t/, /k/, /b/, /d/, /g/. Secondly, the fricative sounds involve the partial block of oral cavity so that the air flows from the lungs to the oral cavity has to squeeze through the narrow sides of some passive and active articulators and then it creates hiss sounds for the voiceless fricative sounds such as /f/ and /ʃ/, and the voiced fricative sounds such as /v/ and [ð]. The fricatives are sub-categorized into affricatives. The affricative sounds are the combination between the plosive sounds (stops) and the fricative ones. The examples are the sounds of /tʃ/ and /dʒ/. At last, the approximants involve " the open approximation of the articulators alters the shape of the oral cavity, and leads to the production of a particular sound quality" (McMahon, 2002) such as /j/,/l/, /w/, and /r/.

Sahulata (1988) summarized the categorization of the vowels in English into three parts according to the place at which the principal narrowing or the oral passage occurs, i.e:

1. The Front Vowels

The front vowels consist of /i/, /ɪ/, /e/, /ɜ/, and /æ/. The series of front vowels are produced by positioning the tongue in the front part of mouth. ɪ/, /ɛ/, and /æ/ are described as lax vowels whereas /i/ and /e/ are considered tense vowels.

2. Central Vowels

Two vowels are categorized as the central vowel, i.e. /ə/ and /ʌ/. The stress differences divide the both vowels. The former is unstressed during pronouncing the syllables it contains with but the latter is in stressed syllables.

3. Back Vowels

The vowels /ɔ/, /ʊ/, /a/, and /u/ are included into this kind of vowel category. In line with it, the lip rounds tend to influence the production of these vowels.

Meanwhile, some consonant sounds in English are found unfamiliar by the L2 learners with the phonetic symbols in their mother tongue (L1). For instance, the phoneme of /t/ in English is different from the way of pronouncing /t/ in Indonesian. In English, the phoneme /t/is pronounced through an alveolar place of articulation where the tip of the tongue touches the hard gum part of the upper teeth while holding the airflow inside the mouth and then releasing it immediately. On the other hand, the phoneme /t/ in Indonesian is pronounced by interdental; that is putting the tip of the tongue between the upper and lower teeth then holding the airflow inside the oral cavity with sudden burst. The manner of articulation in both languages is same but the place of articulation is different. The sound that is produced when saying [table] in Indonesian and English is quietly different. The phoneme /t/ in the English phonetic system is pronounced with a little bit of pent-up. Thus, the Indonesian users who are unfamiliar with this sound will find out some difficulties during a listening test as to this kind of sound.

III. METHOD

A total of 15 sophomores majoring in English language education became participants in the study. All of the participants study in the third semester of academic year 2017/2018 at STKIP Paracendekia NW Sumbawa. They have finished doing the final test of English phonology and English pronunciation practice courses. To collect the data for the research,

questionnaires and observation were adopted as the instruments of the research. The questionnaires consisted of 12 closed-ended questions. The questions in the questionnaires tended to identify some points, i.e. the participants' opinions on English phonetics; the difficulties underwent during studying it; any sounds considered difficult to put into practice; the participants' habits in learning pronunciation practice; and other matters which are related to the mastery of pronunciation practice.

For questions about phonetics, the participants' opinions were explored about the difficulty of learning phonetics whether it was extremely easy, easy, fairly difficult, difficult, or extremely difficult. In addition, they could choose as well any sounds which were difficult to put into practice; whether it was vowel or consonant. If vowel, which sound was found the most difficult to practice; weather the sound of /i/, /ɪ/, /ə/, /e/, /ɔ/, /ʊ/, /æ/, /a/, /u/, /3/, or /ʌ/. In the same way, the consonant sounds which were to identify are the phoneme /ʧ/ , /ʃ/ ,/ŋ/ ,/ʤ/ , /θ/ , or /ð/ .

With respect to the participants' habit in learning the pronunciation practice, the questionnaires explored whether they learned from certain dictionaries, watched movies with English subtitles, listened to music with English lyrics, or read reading texts in English and so on. Besides, how often they lookup up the dictionaries as well as the model of dictionaries they used was the next question that could help the answer of the research questions in this study. Then, whether they re-examined the appropriate pronunciation through the audio of the online dictionaries or not, was a point that should have not been ignored in this study. Least but not last, the participants' techniques of learning and the teacher's effective method of teaching could be identified whether those factors contributed to the successful pronunciation practice learning.

The researcher involved triangulation data, i.e. test, questionnaire, and observation. As the primary data collection, a

questionnaire is applied. It functions to identifying the students' perception towards the pronunciation practice subject. The questionnaires consist of 12 closed-ended questions which were distributed to the 15 sophomores who studied the English education after finishing the final test of the pronunciation practice course. Once collected, the researcher created the list of data tabulation which was used to present the number of frequency of the participants' choices for each item of question in the questionnaires.

The notes taken during observation were also collected and used as secondary data supporting the primary ones. The observation had been held since the beginning of the teacher taught the students until the lecture lasted for 1 semester (4 months). On the other hand, a test of pronunciation practice was conducted to cross check the students' ability with their perception towards the pronunciation practice subject in order to achieve more valid data.

To sum the data, a tabulation list was required. The list in the form of most-frequently-chosen items became the reference of the researcher to describe the participants' opinions within the questionnaires associated with the mastery of pronunciation practice. Suppose the question such as whether the phonetics and presentation techniques are effective in helping you learn the pronunciation practice? The available answers, i.e. a. not at all; b. less effective; c. fairly effective; d. effective; and e. extremely effective. The frequency of value for each item from each question was obtained by calculating the sum of the selected answers. Next, it was divided by the total number of the available answers which is then multiplied by 100 points so that the value of percentage was obtained. This percentage list was the researcher's reference to describe the existing situation of problems undergone by the participants during learning the pronunciation practice.

IV. RESULT AND DISCUSSIONS

Twelve items of closed-ended questions within the questionnaires are used to explore the participants' perception as to the pronunciation practice.

TABLE I
THE LEVEL OF DIFFICULTY OF LEARNING PHONETICS

No.	Options	F	%
1	Extremely easy	-	-
2	Easy	1	6.7
3	Fairly difficult	8	53
4	Difficult	6	40
5	Extremely difficult	-	-

Source: research data

From the table, mostly participants agree that phonetics is fairly difficult (i.e. 53.3) and difficult (i.e. 40.0). This indicates that the participants have problems in the knowledge of phonetics, and therefore there is possibility that they tend to have problems with the pronunciation practice.

TABLE II
TECHNIQUES OF EXERCISING THE ENGLISH PRONUNCIATION

No.	Options	F	%
1	Learning from English dictionary	5	33
2	Watching movies with English subtitles	2	13
3	Listening to music with English lyrics	6	40
4	Reading English text such as magazines and newspaper	2	13

Source: research data

From the table above it can be seen that there are several ways to train pronunciation selected by the participants in this study. However, the majority of participants (i.e. 40%) choose that listening to music with English lyrics is the most preferred way of practicing it. Then, 33.34% of the participants choose to learn from English dictionary, whereas watching film with English subtitle and reading English text is the least-frequently-used techniques.

TABLE III
THE LEVEL OF DIFFICULTY OF LEARNING PHONETICS

No.	Options	F	%
1	/ i /	-	-
2	/ ɔ /	3	7.9
3	/ ɒ /	7	18.4
4	/ ɪ /	1	2.64
5	/ ʊ /	3	7.9
6	/ u /	-	-
7	/ ə /	4	10.5
8	/ æ /	5	13.2
9	/ ʒ /	8	21.1

10	/ e /	-	-
11	/ a /	3	7.9
12	/ ʌ /	4	10.5

Source: research data

From the 12 vowels beyond the diphthongs, it can be discerned that phoneme /ɜ/ is the most difficult sound to pronounce by the participants with 21.1% followed by phoneme /ɒ/ with 18.4%, and phoneme /æ/ with 18.4% and 13.2% respectively. Overall, the lax vowels are categorized as the difficult sounds to pronounce for the participants. The phonemes beyond the tense vowels, i.e. /a/, /i/, /u/, /e/, /o/ are indeed unfamiliar with the participants whose mother tongues are not English. The differences in the phonetic symbols system could make the participant rather difficult to adapt in pronouncing the sounds. However, there are 7.9% of participants who choose phoneme /ɔ/ even though it belongs to the tense vowel category. This can be explained since some participants may not be familiar that sound of phoneme /o/ in Indonesian is the same as phoneme /ɔ/ in English. The English phonetic symbols used in this study refer to the Oxford dictionary that follows the International Phonetics Alphabets (IPA).

TABLE IV
THE MOST DIFFICULT CONSONANT SOUNDS

No.	Options	F	%
1	/ ʧ /	7	18.4
2	/ ŋ /	2	5.27
3	/ θ /	5	13.2
4	/ ʃ /	4	10.5
5	/ ʤ /	5	13.2
6	/ ð /	7	18.4

Source: research data

The consonant sounds list above is those which are not familiar for the participants since they are not found in the Indonesian phonetic system. From the list, it can be observed that the phonemes /ʧ/ and /ð/ are ranked as the most difficult consonants to pronounce with same number of percentages, i.e. 18.4%. On the other hand, the phoneme /ʧ/ is pronounced the same as Indonesian phoneme /c/ with the tip of the tongue touches the hard part of ceiling in oral cavity (palatal). Because the pronunciation is the same between Indonesian and English as to phoneme /ʧ/ and /c/, it can be concluded that the difficulties of participants tend to be only the misunderstanding of its phonetic symbol.

Next, the phoneme /ð/ is clearly not found in Indonesian phonetic symbols. The phoneme /ð/ is pronounced by placing the tip of the tongue between the upper and lower front teeth (interdental) while overlapping with phoneme / d / in a plosive manner.

Furthermore, the difficulties are found in pronouncing phoneme /θ/ and /ʤ/ with percentage, i.e. 13.2%. The phoneme /θ/ is categorized as interdental as well since the tip of the tongue is positioned between the upper and lower front teeth. Unlike the phoneme /t/ in Indonesian, the phoneme /θ/ is pronounced without being aspirated so that the sound is impeded within the oral cavity when this phoneme is produced. Usually the word containing the morpheme [th] like [think] or [bath] is an example of using phoneme /θ/. Likewise, the phoneme /ʤ/ is similar to the sound of phoneme /j/ in Indonesian, and both are articulated in palatal. The number of difficulties in pronouncing both phonemes is still quietly high because of the different phonetic symbols.

TABLE V
THE COMPARISON OF DIFFICULTY BETWEEN THE VOWEL AND CONSONANT SOUNDS

No.	Options	F	%
1	Vowel	9	60
2	Consonant	6	40

Source: research data

Based on table above, it can be concluded that the most difficulty encountered by the participant in learning pronunciation practice is pronouncing the vowel sounds; being indicated by 60% over than the consonant sounds (40.0%). The possible reason to explain this is that the vowel sounds are abundant in English. There are 12 vowels except the diphthongs in English that sound nearly alike, i.e. the tense vowel sound /i/ has lax vowel /ɪ/; the tense vowel /u/ has lax vowel /ʊ/; the tense vowel

/a/ has lax vowel /æ/ and /ʌ/; the vowel tense /e/ has lax vowel /3/and /ə/; and vowel tense /ɔ/ has lax vowel /ᴅ/. With very slight difference of sounds among the phonemes, it can be difficult for the participants to practice their pronunciation.

On the other hand, the consonant sounds which are unfamiliar with the participants' phonetic system in their L1 are distinctive each other. For example, the phoneme /ʧ/ and the phoneme /ŋ/ which have the same place of articulation, i.e. palatal but both they have distinctive manner of articulation, i.e. /ʧ/ is pronounced by stopping manner whereas the phoneme /ŋ/ is pronounced by a nasalized way. Another example is the phoneme /θ/ and /ð/ which are both interdental and stop respectively. However, they are distinguished from whether the presence or absence of another phoneme which overlaps is found or not, i.e. phoneme /d/ in phoneme /ð/ as well as aspiration in it, whereas the phoneme /θ/ is not found. In line with it, phoneme /ʃ/ is pronounced in the alveolar with fricative manner.

TABLE VI
COMMON PROBLEMS DURING THE PRONUNCIATION PRACTICE

No.	Options	F	%
1	Appropriate phonetic symbol, but wrong pronunciation	5	33.3
2	Appropriate pronunciation, but wrong phonetic symbol	8	53.4
3	Both phonetic symbol and pronunciation are wrong	2	13.3
4	Both phonetic symbol and pronunciation are appropriate	-	-

Source: research data

It can be discerned that the majority participants agree that they find out appropriate pronunciation, but wrong phonetic symbol during the pronunciation practice. It is indicated by the highest percentage, i.e. 53.3%. The next circumstance is that 33.3% of participants find out appropriate phonetic symbol, but wrong pronunciation. From both percentages, it can be concluded that the methods and learning techniques are still required to pay full attention in which the mastery of phonetic

symbol is not in line with their pronunciation practice ability.

As an illustration, acknowledging the theory of motorcycle reparation does not guarantee a mechanic's ability to fix a broken-down motorcycle. The mechanic's great experience of practice as to the motorcycle reparation contributes to the increase of skills the mechanic possesses. Again, the theory is absolutely necessary because the mechanic will not be able to handle the problem well unless he acknowledges the procedural steps in reparation of the vehicle. The vehicle can be badly damaged because it is dismantled without his having qualified knowledge in that field. In the same view, learning pronunciation practice should be equal with the learning of phonetics, which is the study about the symbols of the sounds.

TABLE VII
THE FREQUENCY OF LOOKING UP ENGLISH DICTIONARY DURING PRONUNCIATION PRACTICE

No.	Options	F	%
1	Never	-	-
2	Rarely	-	-
3	Sometimes	12	80
4	Often	3	20
5	Always	-	-

Source: research data

From the table above, the percentage of 80.0% concludes that the habit factor of infrequent use of English dictionary indicates the one of factors contributing to the participants' unsuccessful pronunciation practice. How the participant can be able to master phonetics if the frequency of looking up the phonetic symbols in the dictionary is very low. It is hardly reasonable when someone only relies on the audio dictionary in order to crosscheck the slight difference between one phoneme and the others. The nearly similar sounds among the phonemes are difficult to practice unless the phonetic symbols aid the participants.

TABLE VIII
THE MOTHER TONGUE'S EFFECT ON ENGLISH PRONUNCIATION

No.	Options	F	%
1	Yes	12	80
2	Doubtful	1	6.7
3	No	2	13.3

Source: research data

The interesting thing to perceive at the table above is that the highest percentage of the effect of L1 to L2 in terms of pronunciation. Mostly the participants in this study agree that their mother tongues (L1) influence how to pronounce the English words well. For instance, the participant's habit of using phoneme /i/ with tense sound at the end of the word [pergi] can affect the use of the English phonetic system which automatically affects how to pronounce [tidy] with phonetics /taɪdɪ/ by the lax vowel /ɪ/ in the middle and end of the word. Furthermore, the phonetic system in their L1 do not recognize /ɪ/, thus it leads them to mispronounce the words.

TABLE IX
THE MOTHER TONGUE'S EFFECT ON ENGLISH PRONUNCIATION

No.	Options	F	%
1	Routine	12	80
2	Not routine	3	20

Source: research data

From the table above it can be concluded that the majority of participants (80%) agree that they re-check the appropriate pronunciation through the dictionary audio of phonetic symbols for the English words they learn. This learning habit is certainly supporting the successful learning of pronunciation practice. However, why the problem of learning pronunciation still deters on the participants' success? Again and again, the infrequency of looking up the phonetic symbols in the English has contributed to the unsuccessful learning pronunciation practice referring to the result of analysis from questionnaire point 7.

TABLE X
THE LEVEL OF CONFUSION OF LEARNING BOTH BRITISH AND AMERICAN ENGLISH TOGETHER DURING LEARNING THE PHONETICS

No.	Options	F	%
1	Not at all	-	-
2	A little bit	2	13.33
3	Fairly confused	10	66.67
4	Confused	1	6.67
5	Extremely confused	2	13.33

Source: research data

With regards to the English variants, i.e. British and American one, the majority of participants agree that they are fairly confused with the phonetics due to learning both the variants together. This is indicated by the high percentage rate of participants who agree with it, i.e. 66.67%. As stated by Sobkowiak (2003), a certain language could be different from other language variants, and the language learners may have many questions or even be confused with the possibility of different phonetics variants of one variant with another. Hence, it is advisable for the teacher to be consistent to teach a certain variant of English instead of teaching the both variants together even though the teacher possesses a certain beneficial goal through a comparison of the variants.

TABLE XI
THE EFFECTIVENESS OF PHONETICS MEMORIZING AND PRESENTATION TECHNIQUES IN PRONUNCIATION PRACTICE

No.	Options	F	%
1	Least effective	-	-
2	Less effective	3	20
3	Fairly effective	5	33.3
4	Effective	7	46.7
5	Extremely effective	-	-

Source: research data

Perceiving at the data above, mostly the participants agree that the phonetics memorization and presentation techniques are effective (i.e. 46.77%) and fairly effective (i.e. 33.33%) to facilitate them on learning the pronunciation practice. Thus, it can be concluded that these kinds of learning techniques are required to be maintained and even developed by the teacher.

During teaching the students, the researcher who was also the lecturer of the participants usually instructed them to have 30 until 40 words which had been provided by the lecturer. They were instructed to look up the phonetic symbols of the certain words from online-Oxford dictionary and Oxford pocket dictionary. The phonetic symbol of each word is printed on the form of flashcards. Randomly, each student in the class looked over the presenter's ability in mastery of the phonetic symbol by showing the flashcards towards the presenter so that the presenter pronounced the words appropriately. Finally,

the phonetic symbols of the words were then written on the whiteboard.

In order to be more effective, the procedure of the technique use is required to be developed further for achieving the effective practice. The ability of teachers to use materials of the effective practice, as well as teaching the principle or rule of phonology has main role in enhancing the students' progress of learning the pronunciation (Derwing, 1998). The use of LCD which is directly connected to the online dictionary is an alternative way to apply so that the students are able to distinguish the native-like pronunciation.

TABLE XII
THE EFFECTIVENESS OF SINGING (KARAOKE) ON LEARNING THE PRONUNCIATION PRACTICE

No.	Options	F	%
1	Not at all	-	-
2	Less effective	3	20
3	Fairly effective	5	33.3
4	Effective	7	46.7
5	Extremely effective	-	-

Source: research data

The table above shows that the technique of singing (karaoke) contributes to the participants' successful learning of the pronunciation practice. It is indicated by the highest percentage rate, i.e. 46.7%. During teaching, the karaoke program is time-limitedly-implemented program in their class. Hence, it can be concluded that karaoke program schedule should be added so that the sophomores can learn the pronunciation practice effectively. Nevertheless, the karaoke program has to certainly follow the material settings adopted in the curriculum.

V. CONCLUSION

Based on the data analysis in the previous chapter, it can be stated that the English phonetics is still considered difficult for the sophomores at the STKIP Paracendekia NW Sumbawa. The difficulty is related to the provision that the effectiveness of supporting facilities for learning, teaching-learning techniques, and positive habits of students, become the main factors contributing to the successful learning of the pronunciation practice.

In relation to the effectiveness of supporting facilities of learning, the lecturer is expected to have direct access to the online dictionary which is connected to the sound system in the classroom. The suggested dictionary is the Oxford dictionary which has been standardized by the International Phonetics Association (IPA).

Besides, the students are expected to focus more on the habit of looking up the referential dictionary as well as the dictionary audio which is available on its website outside the classroom. Likewise, the non-referential English dictionary, namely, non-IPA-standardized dictionary should be avoided in use since many dictionaries have their own rules of symbolizing the sounds. The common techniques of pronunciation learning, i.e. listening to music and singing through karaoke with lyrics of English are supposed to be routine habit in order to get used to learning the English phonetics.

With regards to teaching and learning activities, the teacher is advised to have more priority on vowel materials especially for phoneme /ɒ/ and /ʒ/ instead of the consonant sounds for the new sophomores in the following year of academics. In the category of consonant sounds, the lecturer should take the phonemes /ʧ/ and /ð/ into account due to the greatest rate of difficulty encountered by the sophomores. Practicing more English vocabularies consisting of the both phonemes of consonants could help the students facilitate this problem.

Furthermore, the comparison of both English and American English as to the pronunciation should be ignored as well since the students have not been yet ready to compare them. This should be conducted in order to avoid misconception and mispronunciation which automatically leads to confusion in learning the pronunciation practice. Finally, memorizing the phonetics and presentation are still set as the interesting techniques. However, those techniques should

be developed with up-to-date variations of pronunciation techniques to avoid monotonous learning activity.

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