

The Use of “Pron Learning Kits” to Improve the Quality of Pronunciation Teaching-Learning Process in the English Education Department, Faculty of Languages and Arts  
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Abstract

This paper presents the report of a classroom action research which is aimed at improving the quality of teaching learning process of Pronunciation class through the use of instructional media called “Pron Learning Kits”. The set of learning kits is in the form of CD containing all the learning materials, both theory and practice. It was designed in accordance with the currently effective curriculum and syllabus. Macro media Flash MX 2004 is the software used to develop the learning kits.

The setting of the research was the English Education Department FBS UNY in the academic year of 2008/2009 and the subjects of the research were the teacher and students of Class 1G. The steps of the research followed the action research procedure proposed by Lewin: Reconnaissance of the circumstance of the field to identify the existing problems, planning, action, and evaluation of the action result. The data of the research were qualitative in nature so they were also analyzed qualitatively. The data validity was maintained through the process, democratic, dialogic, catalytic and outcome validity.

The findings of the research reveal that problems faced by the pronunciation class were that teachers found it hard to give perfect models of pronunciation every time they taught in the class. It was very tiring and exhausting. Moreover, students found it hard to imitate the models from the teacher. When they had to practice outside the classroom, there were no models to follow. They also found it difficult to pronounce the transcription symbols of words in the dictionary. To solve the problems, learning media that help both students and teacher were needed. The use of “Pron Learning Kits” in Class 1G could help the teacher in presenting the materials and in giving the perfect models so much. Classroom activities turned out to be interesting and challenging. Students enjoyed the learning activities in the classroom and they could repeat the learning practices as much as they wanted outside the class. Due to the adequate practices and model availability, students master all the learning materials presented in the learning kits.