



Development of Pronunciation Textbooks Based on Communicative Language Teaching Approach

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Article Info	Abstract
Article History Received: 2022-08-11 Revised: 2022-09-22 Published: 2022-11-02 Keywords: <i>Communicative Language Teaching; Pronunciation Textbook; R&D Method.</i>	Research has found out that speaking skill covered pronunciation as the fundamental significance in linguistic proficiency. Surprisingly, in most English Language test, pronunciation appears to be the subject that is often neglected. Despite the generous amount of media utilize to practice utterance of English syllable or words, the supply of pronunciation teaching textbook source is scarce. By employing research and development (R&D) of 4D design, this study aimed at describing the model, validity and reliability of the Pronunciation textbook for English Education students. This research involved 38 students and 2 (two) experts' rater to examine the book based on BSNP (<i>Badan Standar Nasional Pendidikan</i> or National Education Standard Agency) criteria. The result pointed out, that the model of pronunciation book corresponded with the KKNi standard curriculum and based on BSNP Criteria. The questionnaires validation result from respondent showed that r_{xy} is 0.64 with the category of valid, and the reliability test result from Cronbach Alfa showed that r^{11} is 1.04 in the level of ≤ 1.00 with the category of very high reliability. The validity and reliability of the product were also verified by two experts' rater and analyzed by using Aiken index technique. In this analysis, the V index showed the value of 0.91 with the category of very high (from the scale of 0.8-1.00) for the content eligibility, presentation, language and graphic. Accordingly, Pronunciation textbooks model developed based on communicative language teaching approach is valid and reliable.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2022-08-11 Direvisi: 2022-09-22 Dipublikasi: 2022-11-02 Kata kunci: <i>Pengajaran Bahasa Komunikatif; Buku Teks Pengucapan; Metode R&D.</i>	Penelitian telah menemukan bahwa keterampilan berbicara mencakup pengucapan sebagai signifikansi mendasar dalam kecakapan linguistik. Anehnya, di sebagian besar tes Bahasa Inggris, pengucapan tampaknya menjadi subjek yang sering diabaikan. Meskipun sejumlah besar media digunakan untuk melatih pengucapan suku kata atau kata-kata bahasa Inggris, pasokan sumber buku teks pengajaran pengucapan langka. Dengan menggunakan desain research and development (R&D) 4D, penelitian ini bertujuan untuk mendeskripsikan model, validitas dan reliabilitas buku teks Pronunciation untuk siswa Pendidikan Bahasa Inggris. Penelitian ini melibatkan 38 siswa dan 2 (dua) orang penilai ahli untuk mengkaji buku berdasarkan kriteria BSNP (Badan Standar Nasional Pendidikan). Hasil penelitian menunjukkan, bahwa model buku pengucapan sudah sesuai dengan kurikulum standar KKNi dan berdasarkan Kriteria BSNP. Hasil validasi angket dari responden menunjukkan bahwa r_{xy} adalah 0,64 dengan kategori valid, dan hasil uji reliabilitas dari Cronbach Alfa menunjukkan bahwa r^{11} adalah 1,04 pada taraf 1,00 dengan kategori reliabilitas sangat tinggi. Validitas dan reliabilitas produk juga diverifikasi oleh dua penilai ahli dan dianalisis menggunakan teknik indeks Aiken. Dalam analisis ini, indeks V menunjukkan nilai 0,91 dengan kategori sangat tinggi (dari skala 0,8 - 1,00) untuk kelayakan isi, penyajian, bahasa dan kegrafikan. Dengan demikian, model buku teks Pronunciation yang dikembangkan berdasarkan pendekatan pengajaran bahasa komunikatif adalah valid dan reliabel.

I. INTRODUCTION

Pronunciation is the core material of mastering speaking. However, this subject is less to put into practice in the teaching and learning process, especially exercises and drilling (Gilakjani, 2016). Students considered pronunciation as a challenge course (Shahzada, 2012) in addition to less instruction provided by

teachers. Articulation problem has also found in students pronunciation from specific countries (Hismanoglu, 2011). Teaching pronunciation should not be detached from written material (Shahzada, 2012), slow speech, (Kolokdaragh, 2010) and appropriate technique (Hamada, 2018). Beside those aspects, the limited number of textbooks is also a contributing factor in the

low mastery of pronunciation (Harmer, 2001). This study aims to assess the pronunciation textbook development by using validity and reliability assessments. As stated in the KKNI Curriculum with learning achievement parameters referring to the work ability element, the level of mastery of knowledge refers to the standard of learning content for SN Dikti and the scope and comprehensiveness of teaching materials refers to the scientific cluster of the study program. Taking into account the observation conducted in three different universities especially for the English Education Study Program itself, there are very few textbooks designed by subject lecturers. The use of other teaching materials is rare and not many books are utilized to directing students according to the standard reference of learning content. It is important to also note students need on additional source to learn pronunciation (Almusharraf, 2021). In the study of (Jianbin and Fang, 2013) who analysed two textbook *English Pronunciation and Phonetics for Communication (second edition)* and *English Phonology (second edition)* they found out that respondents are satisfied with the textbook English Pronunciation and Intonation for Commu-nication.

The questionnaires gathered the information and indicate that the layout, content, exercises and motivation of that textbook are satisfactory. Therefore the books are recommended to be studied. Another recommended material written by Rebecca M. Dauer with the title "*A Complete Course in Pronunciation*" published by Prentice Hall Regents, are appropriate in teaching pronunciation. This book was analysed by (Setiawan, 2011) where it was found out that the clarification of methods in teaching pronunciation materials are encouraging to study. The author employed the silent way, audio lingual method, and commu-nicative language teaching. It also provided with clear teacher's guides, various activities, test and evaluation. It also reaches the levels of students' understanding in a innumerable way. The focus of the research is on the analysis of the Pronun-ciation Practice Textbook Model used by students and lecturers of the English study program, and the Feasibility of the Pronunciation Practice Textbook (CLT-based) based on expert judgment. This research applied the R and D method with 4D type development adapted from Thiagarajan et.al (1974). It emphasized on communicative language teaching. The 4D Model include *define*, *design*, *develop*, dan *disseminate*. For those stages, the

researcher seeks information about the characteristics of students including cognitive development and academic background. Material analysis is also designed for preparing learning objectives. The task analysis is based on basic competencies and achievement indicators in pronunciation subject. Specification of Learning Objectives is carried out to translate basic compe-tencies into more specific indicators. The pre-paration of teaching materials also refers to the quality of teaching materials, including discussion, theory, practice, and the essence is content, coverage, legibility, language, illustrations, appearance and packaging. The development of teaching materials includes: analysis, design, development, evaluation, and revision. These teaching materials refer to the BSNP guidelines which include Feasibility of content, presentation, language and graphics. The analysis Focus on Development of CLT-Based Pronunciation Text-books with the Model of Pronunciation Practice Textbooks based on CLT, Validity and reliability, Feasibility of Pronunciation Practice Textbooks (CLT based) based on expert judgment.

II. METHOD

This research applied R and D method with an aim to develop effective products applied by users. Research and development is research based on the development of models in which the results will be used to design new products (Klein, 2007). The procedure will hence be systematically field tested, evaluated and revised to achieve certain criteria of effectiveness, quality and standards (Thiagarajan, Semmel, & Semmel, 1974). Research and development is conducted through a series of process in order to improve and to validate educational materials (Gall, 2003). These educational materials in question are syllabus, teaching materials, text materials, learning methods, and the like, which are carried out in a sequence of research and development cycles. In addition to that, the development of certain products is designed to meet specific needs of learners such as training and teachning materials, media and system management (Gay, 2012). Furthermore, this research method is applicable to produce certain product, and to assess its efficacy (Sugiyono, 2010). The research applied the Four D Development Model (4D) which consist of four steps namely; define, design, develop, and disseminate (Thiagarajan, 1974: 5). It then can be

adjusted into Four P (4Ps); definition, design, development, and deployment.

Several stages were carried out during this research: observation, interviews, questionnaires, and tests. Two types of data analysis techniques were employed in this development research, namely qualitative descriptive analysis and t-test statistical analysis. The qualitatively data gathered including; 1) information about the Pronunciation Practice teaching materials currently being used by students and lecturers; 2) input, feedback, and suggestions for the design of the developed CLT-based Pronunciation Practice teaching material model; 3) information from small group respondents; 4) input from respondents and supporting lecturers on the developed teaching materials; and 5) questionnaires data gathered from respondents for the product and from two experts rater. In order to find out the validity and reliability of the test, two types of questionnaires were distributed to the respondent and expert rater and then analysed by using the t-test analysis. In this analysis the Cronbach Alfa and Aiken V index are developed. Comprehension test in the form of pre-test and post-test was also given to the the respondents to find out students' learning achievement.

III. RESULT AND DISCUSSION

A. Result

In the implementation process of the research five stages are carried out:

1. Define:
 - a) Conduct a front-end analysis. This initial diagnosis including designing lesson plans and the pronunciation course learning syllabus.
 - b) Find out students characteristics as a part of learner analysis. This includes students learning ability, motivation as well as background experience. For this research, two classes are taken and being taught pronunciation subject with two different lecturers.
 - c) Define task analysis that must be mastered by students in order to achieve minimum competence. This main task was elaborated in RPP and RPS for the achievement of competency standards.
 - d) Analyze the materials and concepts for teaching and learning process, compiling the phases that will be executed rationally as outlined in the RPP/RPS and learning syntax.

- e) Specify instructional objectives and learning objectives, set forth operational verbs to attain behavioral changes expected after learning.

2. Design

- a) Develop criteria tests to define students initial competency and as an evaluation instrument along with the execution of activities.
- b) Choose learning media that suit student's characteristics.
- c) Adjust the learning media presentation used.
- d) Prepare and simulate the presentation of material with media. This activities including preparation of a conceptual framework for learning models and tools and simulating the use of these learning models and tools in a small scope. The design stage in this study was carried out to create a textbook that was in accordance with the content framework of the results of the previous definition stage (Thiagarajan, 1974).

3. Develop

This stage includes: expert evaluation and developmental testing. This evaluation was implemented by two experts in order to validate and to asses the feasibility of the product. Prior test was also given to the students as target user. In this test, students' response, reactions and comments were collected and then preceded for the revision of the textbook. A series of practice questions in the the textbook is also presented in order to seek the practicality of the textbook as to whether it achieves learning outcomes. During design validation the experts also test the content and readability of the product. Two media experts are chosen from the study program of English that have the capacity to evaluate the media. The test results from two media expert are then used to provide recommendations for the feasibility of textbooks that meet the criteria.

4. Disseminate

Validation testing, packaging, diffusion, and adoption are the three actions that make up the dissemination stage (Thiagarajan, Semmel, & Semmel, 1974). The product that has been revised during the development stage is subsequently implemented on the real target during the

validation testing step. Measuring the success of objectives is done at the time of implementation. This test is used to determine the effectiveness of a newly developed product (Klein, 2007). The developer must witness the results of attaining the goals after the product has been implemented. The unsatisfactory solution must be presented so that the same errors do not recur once the product has been distributed. Packaging, dispersion, and adoption are the final activities in the development stage. The dissemination step of generating teaching materials entails socializing teaching materials by distributing them in small amounts to educators and students. This is the distribution. The goal of this distribution is to get feedback on the teaching materials that have been prepared. The textbook is given to respondents and the expert team at this point.

B. Data Collection Methods and Tools

Data Collection Methods In this development research, data development techniques used observation, interviews and questionnaires. Observations were made to observe the process of implementing teaching and learning in the classroom using pronunciation textbooks. Two questionnaire surveys were used to assess the viability of the textbooks that were created. First questionnaire was for a team of media experts and material experts consisting of aspects of the Content Feasibility Component; Presentation; Language; Graphical appearance. The second questionnaire was distributed to the respondents to evaluate the contents of the textbooks after learning in class. The evaluation criteria for this textbook include three aspects, the appearance of the textbook with questions of text, legibility and images consist of 6 indicators. Presentation of material that delivers content, suitability and understanding for 2 indicators, aspects of benefits with questions including understanding, motivation to learn with 6 indicators of benefits. The questionnaire used in this study aims to obtain data on the feasibility of the text module that has been developed. Eligibility in question is the feasibility of material components and media components.

1. Textbook Analysis Results from respondents

The analysis obtained from 38 respondents (students) was carried out during the teaching and learning process of Pronunciation subject in September 2021. The textbook was distributed to the respondents and after several meetings, they were asked to analyse the textbooks. Respondents evaluated three main aspects of textbook display, material presentation and its benefit with 24 item questionnaires. The following are the findings of the validity test analysis of the respondent's assessment.

Table 1. Respondent Validity Test

RESUME OF VALIDITY TEST			
Question	r_{xy}	r_{table}	Status
1	0.686	0.32	Valid
2	0.505	0.32	Valid
3	0.488	0.32	Valid
4	0.585	0.32	Valid
5	0.600	0.32	Valid
6	0.657	0.32	Valid
7	0.773	0.32	Valid
8	0.620	0.32	Valid
9	0.490	0.32	Valid
10	0.660	0.32	Valid
11	0.676	0.32	Valid
12	0.612	0.32	Valid
13	0.788	0.32	Valid
14	0.620	0.32	Valid
15	0.261	0.32	NV
16	0.810	0.32	Valid
17	0.570	0.32	Valid
18	0.770	0.32	Valid
19	0.747	0.32	Valid
20	0.710	0.32	Valid
21	0.692	0.32	Valid
22	0.707	0.32	Valid
23	0.764	0.32	Valid
24	0.660	0.32	Valid

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{(n \sum x_i^2 - (\sum x_i)^2)(n \sum y_i^2 - (\sum y_i)^2)}}$$

r_{xy} = Correlation Between x and y

x_i = Score x to i

y_i = Score y to i

n = Amount of Score (Sugiyono, 2010)

For the reliability test, the Cronbach Alfa Reliability Formula is set forth as follow:

$$r_{11} = \frac{[k]}{(k-1)} \left[1 - \frac{\sum \sigma_b^2}{\sigma^2} \right]$$

r_{11} = instrument coefficient reliability

k = number of valid questions

$$\sum \frac{\sigma^2}{b} = \text{number of variant question}$$

$$\frac{\sigma^2}{t} = \text{total score variant}$$

$$1.04 \frac{[23]}{(23-1)} \left[1 - \frac{955}{3942} \right]$$

Tabel 2. Cronbach Alfa Reliability Test Result

Reability Coefficient	Interpret
1.04	Very High

2. Textbook analysis from expert

This stage is carried out by giving validation tests to the material and media of Pronunciation Practice textbooks. The validation test for CLT-based teaching materials and media were carried out by two teams of expert's lecturer from English Language Education Study Program, Uni-versitas Khairun. The validation process is carried out in the end of September 2021. The results of the validation from the expert team obtained the following table.

Table 3. Validity tets result from material expert

Question	RATER		S1	S2	Σs	n(c-1)	V	Interpretation
	1	2						
1	4	5	3	4	7	8	0.875	High
2	5	5	4	4	8	8	1	High
3	5	5	4	4	8	8	1	High
4	4	4	3	3	6	8	0.75	Moderate
5	4	4	3	3	6	8	0.75	Moderate
6	5	5	4	4	8	8	1	High
7	5	5	4	4	8	8	1	High
8	4	4	3	3	6	8	0.75	Moderate
9	5	5	4	4	8	8	1	High
10	5	5	4	4	8	8	1	High
11	5	5	4	4	8	8	1	High
12	2	4	1	3	4	8	0.5	Moderate
13	5	5	4	4	8	8	1	High
14	4	5	3	4	7	8	0.875	High
15	5	4	4	3	7	8	0.875	High
16	5	5	4	4	8	8	1	High
17	5	5	4	4	8	8	1	High
18	5	5	4	4	8	8	1	High
19	4	5	3	4	7	8	0.875	High
			67	71	138	152	17.25	High

Aiken V formula is described as follow (1985):

$$V = \frac{\sum S/[n(c-1)]}{17.25 = 138/[19(8-1)]}$$

$$\frac{17.25}{19} = 0.91$$

From the material expert's assessment analyzed by Aiken V, it can be described that the value of V is obtained from the total number of validity items and divided

by the number of questions so that a value of 0.91 is obtained with the High validity category.

Tabel 4. Criteria of content validity

Criteria of content validity	
0.8 - 1.00	= Very high validity
0.6 - 0.79	= High validity
0.40 - 0.59	= Moderate validity
0.20 - 0.39	= Low validity
0.00 - 0.19	= very low validity

3. Evaluation of learning outcomes (test)

The test was carried out during mid semester examination. It took place in the second week of October 2021. The percentage of test results can be seen in the diagram below.

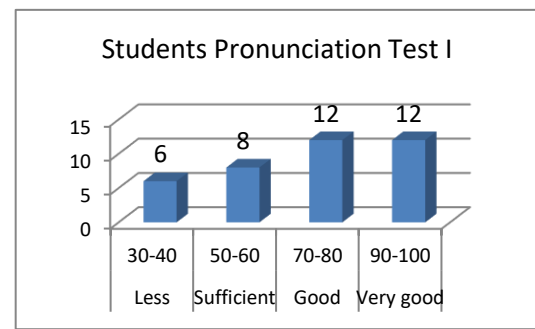


Figure 1. Prentation of Students Pronunciation test 1

Form the first test conducted for 38 respondents, 6 respondents obtained *less* score varied from 30-40 score, 8 of the respondents obtained *sufficient* score while the same amount of the repondents or 12 students obtained *good* and *very good* score respectively. The second evaluation test conducted in 23 November 2021 showed the result as described from the diagram below.

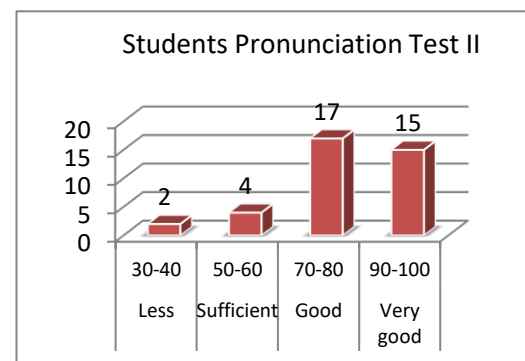


Figure 2. Prentation of Students Pronunciation test 1

The number of respondents who obtained *less* score is significantly decreased. On the contrary students who obtained *good* score rise significantly to 17 respondents. While 15 out of 38 students obtained *very good* score

4. Interview to the respondents (students as the user of the textbook)

From the interview process, some feedbacks obtained from students that:

- a) The printing of the book on some pages does not show clear letters (because of printing processes in large amount of copies)
- b) On certain pages, the image is not clearly visible
- c) Image is presented in black and white

C. Discussion

From the analysis of the above result, the Pronunciation Practice Textbook used was corresponded with KKNI standard. As the book has been tested by the expert, the result showed that the model of the media is valid and reliable in the scale of 0.91. In terms of content, this book has slightly corresponded with the textbook model of Rebecca M. Dauer (Setiawan, 2011) with the title "*A Complete Course in Pronunciation*" in terms of content and exercises. Although in this analysis, *the pronunction practice textbook*, the respondents indicated several outback of the printing quality, but in terms of display, material pre-sentation and its benefit were positively considered by respondents. Similarly, this textbook meets the quality of communicative language teaching media. This is confirmed with the study of (Jianbin and Fang, 2013) that analysed the layout, content, exercises and motivation in two textbook *English Pronun-ciation and Phonetics for Communication (second edition)* and *English Phonology (second edition)* in the level of satisfactory, and for this analysis in the category of eligible to use. In regards to students comprehension, this pronunciation practice textbook, has assited students to study pronunciation in terms of sufficient exercises (Gilakjani, 2016), provided written material (Shahzada, 2012) and proper technique of study pronunciation (Hamada, 2018)

IV. CONCLUSION AND SUGGESTION

A. Conclusion

From the results of the analysis that has been described in the previous explanation, it can be inferred that the Pronunciation Practice Textbook used in this analysis is the model of BNSP standards and refers to the KKNI criteria which includes the feasibility of content, pre-sentation, language and graphics. The results of questionnaire validation from respondents with aspects of evaluating book appearance, presentation of material, and benefits showed that r_{xy} was 0.64 in the valid category, and the reliability test results from Cronbach Alfa showed that r_{11} was 1.04 at level of 1.00 with very high reliability category. Product validity and reliability were also verified by two expert rater and analyzed using the Aiken index technique. In this analysis, index V shows a value of 0.91 with a very high category (from a scale of 0.8 - 1.00) for the feasibility of content, presentation, language and graphics. Despite some feedback received from the respondent related to the textbook appearance, overall, the Pronunciation Textbook model developed based on the communicative language teaching approach is valid and reliable.

B. Suggestion

The discussion related to this research is still very limited and requires a lot of input, suggestions for the next writer is to study more deeply and comprehensively about Develop-ment of Pronunciation Textbooks Based on Communicative Language Teaching Approach.

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